Daily Physical Activity Survey Report

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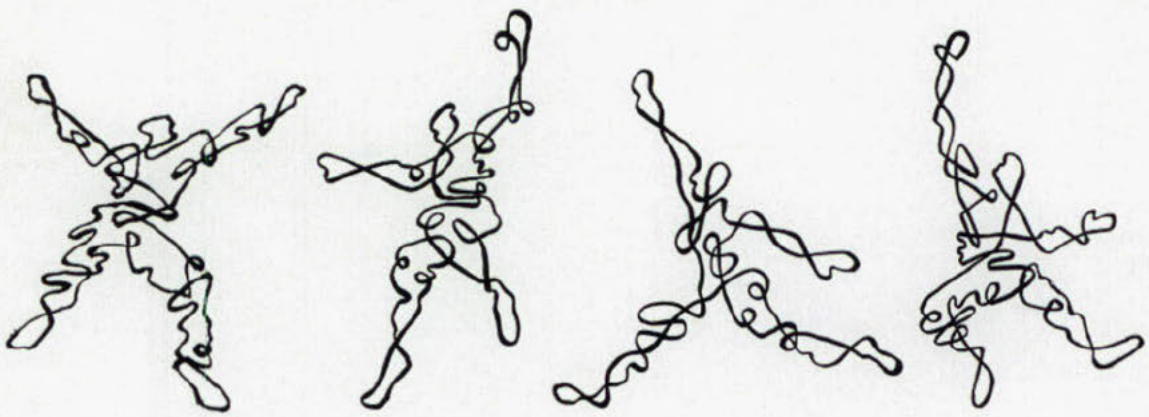

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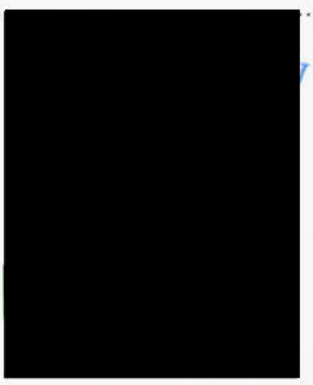

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Executive Summary

Background

The Daily Physical Activity Initiative

The Government of Alberta is committed to enhancing the health and wellness of the children and youth of Alberta. In September 2005, Alberta Education implemented a requirement of 30 minutes of Daily Physical Activity (DPA) for all students in grades 1 to 9 based on the belief that healthy students are better able to learn and that school communities should provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. Alberta Education's DPA Initiative supports the Healthy Alberta School Communities (HASC) strategy, a joint initiative between Alberta Education and Alberta Health and Wellness.

To support implementation of the DPA Initiative, Alberta Education has produced resources in English and French, including:

2007 *Objective Measures of Physical Activity Levels of Alberta Children and Youth*

2006 *Creating a Desire to Participate* (video)

Daily Physical Activity for Children and Youth: A Review and Synthesis of the Literature

Daily Physical Activity: A Handbook for Grades 1–9 Schools.

In addition, as a result of a grant provided by Alberta Education in 2004–2005, Alberta Regional Professional Development Consortia (ARPDC), in collaboration with Schools Come Alive, provided professional development support to school jurisdictions for the implementation of DPA in Alberta. A total of 257 professional development opportunities offered to 5706 participants were provided to teachers across the province.

As well, Alberta Education provides approximately $1.2 million per year to school authorities to support the implementation of DPA at the school level. Eligible schools offering grades 1 to 9 programs have received funding at a rate of $1020/year (2006) and $1051/year (2007) per school.

The Daily Physical Activity Survey

The intent of the DPA Survey was to gather school-level information from teachers and principals regarding their perceptions of DPA, thus providing a greater understanding of DPA implementation in grades 1 to 9. This study aimed to help identify the many variables that influence the attainment of the DPA outcomes and provide an opportunity for feedback on promising practices and challenges associated with the implementation of the DPA Initiative.

In March 2007, letters were sent via e-mail by Alberta Education to all Francophone, public, separate, private and charter school superintendents in the province of Alberta. Identical letters were sent via post to senior high school principals. A total of 1901 principals in these

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jurisdictions received the letters, which included a Web site address for the online DPA Survey. Principals were asked to complete the online survey, available in English and in French, and forward the Web site address to teachers in their schools in order for them to complete the survey. The online DPA Survey was available from March 30, 2007 until April 24, 2007.

Summary of the Survey Results

The following is a summary of the key results from each section of the DPA Survey.

Demographics	1025 DPA surveys were completed. Approximately 60% were teachers and 40% principals, representing at least 83 different school authorities.
Facility Accessibility and Usage	The top four types of facilities accessible to, and used by, schools for DPA were single and/or double station gymnasiums, playing fields, playgrounds and ball diamonds.
Funding	Approximately half the respondents indicated their schools were accessing the DPA funding provided by Alberta Education. These respondents identified using this funding to purchase equipment and resources and to offer professional development opportunities to staff.
DPA Resources and Supports	Over half the respondents indicated that their schools had increased resources (other than the DPA funding) allocated to physical activity opportunities since the implementation of DPA. Approximately 70% of respondents felt somewhat or very supported by Alberta Education in their efforts to implement DPA. Approximately 80% of respondents indicated that they used the *Daily Physical Activity: A Handbook for Grades 1 to 9 Schools (DPA Handbook)* and 70% of respondents found the *DPA Handbook* effective. Respondents indicated that authorized physical education resources were the most frequently used resources and were most effective in supporting the implementation of DPA.
DPA Implementation	A majority of respondents (58.3%) indicated that DPA is offered through daily physical education classes that are a minimum of 30 minutes in length.
Scheduling of Daily Physical Education	Daily physical education classes (minimum 30 minutes) were offered in 30% of the respondents' schools prior to September 2005. This percentage increased to nearly 70% at the time of the survey and for a majority of respondents, this daily physical education takes place throughout the entire school year.
DPA Policy and Principles	Survey respondents indicated that their schools are meeting the guiding principles as stated in the DPA Policy in the *Guide to Education: ECS to Grade 12*. This is primarily achieved by maximizing facility usage within the school or maximizing outdoor opportunities on the school grounds.

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DPA Activities Respondents' perceptions indicated that most students work at a moderate to vigorous level when participating in physical education classes and a light to moderate level when participating in DPA. The activities that are most effective in encouraging student participation are those in which students participate cooperatively.

Challenges to DPA Implementation Principals and teachers indicated the biggest challenges to DPA implementation are associated with scheduling and lack of facilities and/or space.

Monitoring of DPA Over 64% of respondents indicated that their schools are monitoring DPA by scheduling 30 minutes of daily physical education. School authorities also appear to be passively monitoring DPA implementation, as 32.3% of principals indicated that they were required to submit DPA information to school authorities as part of the Annual Education Results Report.

Attitudes Toward DPA The majority of respondents agreed that:

- students are satisfied with the DPA opportunities provided to them
- DPA has a positive impact on student learning
- DPA has contributed to student wellness
- DPA is considered a positive initiative and a priority in their school
- DPA has made a positive impact on the school environment.

Additional Comments Respondents were asked to provide additional comments. Of these, 31% indicated that DPA is a positive initiative, 27% indicated concern about lack of time, 26% pointed out the lack of facilities, and also 15% indicated that for DPA to be successful parents must be supportive and take responsibility for their children's health.

The results of the DPA Survey indicate that most respondents view the DPA Initiative positively. Respondents expressed concern with a lack of facilities for DPA, and it appears that most schools are providing additional funding to purchase equipment for gymnasiums and school yards and scheduling DPA as daily physical education classes. For a number of measures, significantly more principals than teachers are likely to express positive perceptions of DPA.

Recommendations

Based on the results of the DPA Survey, the following actions are recommended:

DPA Handbook Distribute the *DPA Handbook* to all eligible grades 1 to 9 schools in Alberta.

DPA Booklets or Tip Sheets Create a series of topic-specific booklets or tip sheets in French and English to complement the *DPA Handbook* that feature promising practices, equipment and facility usage information, scheduling, funding and mentoring tips.

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Additions to the DPA Web Page	Collect and post success stories and promising practices on Alberta Education's DPA Web page to highlight the positive impact of DPA (including promising practices regarding the effective use of DPA funding).
Mentorship Opportunities	Explore mentorship opportunities for teachers related to active living, healthy eating, and school connectedness/positive school behaviours.
Alberta Healthy Schools Analysis Tool	Collaborate with partnering ministries, the Pan-Canadian Joint Consortium for School Health, and Ever Active Schools to develop an Alberta Healthy Schools Analysis Tool. This can be adapted from models that have been tested and used in other provinces and countries. This would include a section related to DPA and the other Healthy Alberta School Communities strategic issues.

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Introduction

Background

The Daily Physical Activity Initiative

In September 2005, Alberta Education implemented a requirement of 30 minutes of Daily Physical Activity (DPA) for all students in grades 1 to 9 based on the belief that healthy students are better able to learn and that school communities should provide supportive environments for students to develop positive habits needed for a healthy, active lifestyle. Alberta Education's DPA Initiative supports the Healthy Alberta School Communities (HASC) strategy, a joint initiative between Alberta Education and Alberta Health and Wellness.

Goal The goal of DPA is to increase students' physical activity levels.

Policy School authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes daily through activities that are organized by the school.

Guiding Principles Schools have the responsibility of creating and nurturing a learning environment for students that supports the development of the lifelong habit of DPA and that supports healthy lifestyles.
DPA should:

- vary in form and intensity
- take into account each student's ability
- consider resources available within the school and the larger community
- allow for student choice.

Procedures School authorities have the flexibility to use instructional and/or non-instructional hours to implement DPA.

- Physical education classes are an appropriate strategy to meet the DPA requirement.
- DPA should be offered in as large a block of time as possible but can be offered in time segments adding up to the minimum 30 minutes per day; e.g., two 15-minute blocks of time for a total of 30 minutes.
- DPA can be incorporated throughout the day and integrated into other subject areas.

For more information, see the *Guide to Education: ECS to Grade 12* and page 2 of the *DPA Handbook.*

Funding Alberta Education provides approximately $1.2 million per year to school authorities to support the implementation of DPA at the school level. Eligible schools offering grades 1-9 programs have received funding at a rate of $1020/year (2006) and $1051/year (2007) per school. This is an allocation method only; school jurisdictions have the flexibility to use these funds to best meet their local needs.

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Support Alberta Education has provided the following support for implementation.

Research and Resources

2007 ***Objective Measures of Physical Activity Levels of Alberta Children and Youth***
The objectives of this report were to gather information regarding:

- promising practices
- types of research and evaluation studies performed to date
- types of measurement tools that may be useful
- expert opinion of what should be measured both from an evaluation standpoint and a research standpoint
- baseline measurement of the average number of steps Alberta children take.

2006 ***Creating a Desire to Participate* (video)**
The purpose of the video clip, *Creating a Desire to Participate*, is to raise awareness of the DPA Initiative, and promote the importance and benefits of DPA for students.

2006 ***Daily Physical Activity for Children and Youth: A Review and Synthesis of the Literature***
This literature review was designed to:

- identify data collection tools that are appropriate for use with children and youth in a school setting and are capable of reliably measuring the short-term, intermediate and long-term impacts of the DPA Initiative
- identify promising practices in school-based physical activity interventions with outcomes similar to those of the DPA Initiative that could be used in Alberta schools.

Daily Physical Activity: A Handbook for Grades 1–9 Schools
This resource is designed to provide teachers and administrators with information and ideas for developing a daily physical activity program. The resource contains numerous activities that can be organized by the school for small spaces, outdoors, whole school ideas and the gymnasium.

Professional Development

As a result of a grant provided by Alberta Education in 2004/2005, Alberta Regional Professional Development Consortia (ARPDC) in collaboration with Schools Come Alive, provided professional development support for the implementation of DPA to school jurisdictions in Alberta. A total of 257 professional development opportunities offered to 5706 participants were provided to teachers across the province.

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The Daily Physical Activity Survey

In late 2006, an evaluation of the implementation of the DPA Initiative was conducted. The intent of the DPA Survey was to gather school-level information from teachers and principals regarding their perceptions of DPA in their schools in order to provide a greater understanding of DPA implementation in grades 1 to 9. This study aimed to help identify the many variables that influence the attainment of the DPA outcomes and provide an opportunity for feedback on promising practices and challenges of implementation of the DPA Initiative.

Description of the Survey

Reference Period

The Web link to the DPA Survey was available from March 30, 2007 until April 24, 2007.

Target Population

Invitations were sent to 1901 principals to complete the DPA Survey, and 387 (20.4%) completed the survey. Teachers who were forwarded the link to the survey and chose to respond to it also have their views reflected in the survey results. Respondents were also asked to provide their school authority information. Respondents by authority type are summarized in Table 1. Over 60% of respondents indicated their schools belonged to either a public or separate school authority; 685 respondents from at least 83 different authorities provided the name of the authority in which their school was located, with a majority of respondents indicating their schools were located in either Calgary School District No. 19 (99 respondents), Edmonton School District No. 7 (54 respondents), Calgary Roman Catholic Separate School Division No. 1 (52 respondents) and Rocky View School Division No. 41 (47 respondents). See Appendix A. for complete results.

▶ **Table 1: Respondents by Authority Type.**

Authority Type	Frequency
Public	520
Separate	114
Francophone	13
Charter	11
Private	27
Unknown	340

In total, 1025 respondents completed the DPA Survey.

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Methodology

In March 2007, letters were sent via e-mail by Alberta Education to all Francophone, public, separate, private and charter school superintendents in the province of Alberta. Identical letters were sent via post to senior high school principals. A total of 1901 principals in these jurisdictions received the letters, which included a Web site address for the online DPA Survey. In addition, announcements regarding the online survey were made through a variety of means including the Health and Physical Education Conference, College of Alberta School Superintendent meetings, Director reports, the *Connection: Information for Teachers* publication, and a variety of e-mail networks. Principals were asked to complete the online survey, available in English (Appendix D) and in French (Appendix E), and forward the Web site address to teachers in their schools.

In the survey, administered online through the survey database *Inquisite*, respondents were informed that the DPA Survey was "designed to gather teacher and principal perceptions regarding DPA in their schools," that results would "be used to inform future decisions regarding DPA," and that the survey would take approximately 15 minutes to complete. *Responses for both survey languages have been combined for the survey results discussed in this report, unless otherwise noted.*

To add depth to this analysis, teacher and principal responses were often compared using the chi-square test of independence and a z-test (comparison of column proportions). A chi-square test of independence is "a nonparametric statistical procedure for testing whether two variables are independent or related" and a z-test is "a statistical test used to test hypotheses about one or two means when the population standard deviation is known" (Harris, 1998). See Appendix C for chi-square and z-test results, which are also discussed where relevant in the main body of this report.

Limitations

It is not known how many links to the survey were distributed throughout the province, because dissemination of the survey to teachers relied on principals forwarding the link.

Another limitation to the administration of the DPA Survey is that there was no restriction on respondents completing more than one survey. However, the survey consisted of numerous open-ended questions and there was no obvious evidence that respondents completed more than one survey.

Respondents were also limited by their access to technology. As the DPA Survey was administered solely online, teachers and principals with limited access to computers and/or the Internet may be underrepresented in the survey results. There is no evidence that respondents found the electronic survey format difficult to navigate. Of the 1025 respondents who completed the DPA Survey, 94.2% (966 respondents) of total respondents completed the entire survey. Ninety seven per cent of principals (376 of 387) completed the entire survey.

The survey results reflect responses for teachers and principals who chose to participate in this survey. Results for public and separate school authorities are more represented than for Francophone, charter and private schools. Caution should also be exercised when generalizing results to the province as a whole.

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Summary of the Survey Results

Demographics

After selecting either the French (26 respondents) or English (999 respondents) language surveys, respondents were asked to indicate if they were a teacher (57.6%), a principal (37.8%), or other (4.7%).

Of those who answered "other":

- 34 identified as Assistant Principal/Vice-Principal/Associate Principal
- 4 identified as Teacher/Teacher Assistant/Half-Time Teacher
- 3 identified as Physical Education Coordinator/Representative/Curriculum Leader
- 2 identified as Consultants
- 1 identified as Division Office staff
- 1 identified as Counsellor
- 1 identified as Director of Curriculum.

Additional demographic questions were asked of respondents who stated their primary role was that of principal (387 respondents). Principals were asked to indicate which grades were taught at their schools. Most principals indicated that their school offered grades in the range of Kindergarten to Grade 9, with substantially fewer reporting that their school offered grades 10 to 12. As DPA is an initiative for grades 1 to 9, these results were expected.

▶ Table 2: Grade configuration offered at school as reported by principal.

Grade Configuration	Frequency	Percentage of Total
K to 5	17	4.4%
K to 6	134	34.6%
K to 8	12	3.1%
K to 9	41	10.6%
K to 12	31	8.0%
7 to 9	33	8.5%
7 to 12	22	5.7%
9 to 12	14	3.6%
Other	83	21.4%

n (principal)=387

Note: Grade configurations with six or fewer respondents have been suppressed to protect respondent confidentiality.

Further analysis of the grade data provided in Table 2 indicated that a total of 79 principals have schools offering a combination of grade configurations (e.g., 1 to 6, 4 to 9), including 9 to12. Over a third of principals (34.6%) who responded indicated their schools had a grade configuration of Kindergarten to Grade 6.

Principals were also asked to provide the size of their school. Over 78.1% of principals responding to the DPA Survey indicated that their schools had between 51 and 500 students.

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▶ **Table 3: What is the size of your school?**

Size of the School	Number of schools this size	Percentage
Fewer than 50 students	10	2.6%
51-250 students	143	37.0%
251-500 students	159	41.1%
501-750 students	61	15.8%
751-1000 students	12	3.1%
Greater than 1001 students	2	0.5%

n (principal)=387

The final demographic question, asked only of principals, dealt with the size of the community in which the school was located. It was believed that the larger the community, the more resources that would be available for DPA. For respondents who were unsure of the size of their communities, a Web link to a demographic resource was provided (available at http://www.municipalaffairs.gov.ab.ca/images/2006pop.pdf). Approximately 44% of principals indicated that their communities consisted of 10 000 or fewer residents.

▶ **Table 4: To your best estimate, what is the size of community in which your school is located?**

Size of Community	Total	Percentage
Fewer than 300 residents	21	5.4%
301 to 1000 residents	41	10.6%
1001 to 10 000 residents	108	27.9%
10 001 to 20 000 residents	45	11.6%
20 001 to 50 000 residents	16	4.1%
50 001 to 100 000 residents	49	12.7%
More than 100 000 residents	107	27.6%

n (principal)=387

Demographics Summary

Overall, 1025 DPA surveys were completed. Almost 60% of respondents indicated they were teachers, and approximately 40% of respondents indicated they were principals representing at least 83 different school authorities. Of the 387 principal respondents, 79 were administrators in schools offering a combination of grades, including grades 9 to 12. Most principals indicated their schools had between 51 and 250 students (37.0%) or 251 and 500 students (41.1%). Finally, the size of the communities in which the principals' schools were located varied widely, with the majority of principals having schools located in communities of 1001 to 10 000 residents (27.9%) or schools located in communities of more than 100,000 residents (27.6%).

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Facility Accessibility and Usage

The DPA Survey asked all respondents to indicate which *community* facilities their school used for DPA and/or physical education. These community facilities are listed below. Outdoor facilities such as playing fields (78.3%), playgrounds (73.2%), and ball diamonds (71.3%) appear to be the most readily accessible and used community facilities, followed closely by gymnasiums (70.5%).

▶ **Table 5: Please indicate which facilities in your community are accessible and used by your school for physical education or Daily Physical Activity (DPA). Check all that apply.**

Facility	Frequency	Percentage of Total Respondents
Playing field	795	78.3%
Playgrounds	743	73.2%
Ball diamonds	724	71.3%
Gymnasium	716	70.5%
Park or natural area	595	58.6%
Swimming pool	570	56.2%
Outdoor basketball court	490	48.3%
Indoor ice arena	460	45.3%
Outdoor ice rink	323	31.8%
Curling rink	290	28.6%
Running track	268	26.4%
Tennis court	249	24.5%
Golf course/driving range	236	23.3%
Fitness centre	219	21.6%
Rock climbing wall	102	10.0%
Outdoor volleyball courts	72	7.1%
Squash/racquetball courts	67	6.6%
Other*	58	5.7%

n=1015

*The breakdown of "Other" is provided in Table 6.

A second analysis compared the top five facilities by school size (fewer than 250 students and more than 250 students) and indicated no statistical difference in the community facilities used by school size.

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Respondents who indicated that their school most frequently used "other" facilities for physical education and DPA most often cited bowling alleys and outdoor locations such as the mountains, parks and ski hills. Another frequently cited "other" response was that respondents did not access community facilities.

▶ **Table 6: Results for "other" community facilities that are accessed by more than one respondent.**

Facility	Total
Bowling alley	12
Did not access community facilities	11
Outdoor locations/parks	10
Ski hill	10
Soccer centre	4
Swimming pool/waterslides	2
Skateboard park	2
Billiards	2
Ice arena	2

Respondents were also asked to indicate which facilities in their *school* were used for physical education and/or DPA. These school facilities are listed in Table 7. The top four *school* facilities used for physical education and/or DPA are identical to the top four *community* resources used for PE and/or DPA: gymnasium, playing field, playgrounds and ball diamonds.

▶ **Table 7: Please indicate which facilities in your school are accessible to and used by your school for physical education or Daily Physical Activity (DPA). Check all that apply.**

Facility	Total	Percentage
Gymnasium - single station and/or double station	927	91.33%
Playing field	903	88.97%
Playgrounds	778	76.65%
Ball diamond	734	72.32%
Outdoor basketball court	584	57.54%
Alternative space; e.g., empty classroom	446	43.94%
Running track	194	19.11%
Canadian Climber	188	18.52%
Fitness centre	184	18.13%
Outdoor ice rink	176	17.34%
Gymnasium – second gym	131	12.91%
Tennis court	115	11.33%
Outdoor volleyball courts	61	6.01%
Other*	60	5.91%
Rock climbing wall	40	3.94%

n=1015

*The breakdown for "Other" school facilities accessed and used by respondents is provided in Table 8.

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A second analysis compared the top five facilities by school size (fewer than 250 students and more than 250 students) and indicated no statistical difference in the school facilities used by school size.

The most frequently citied "other" school facility accessed and used by respondents was a compound.

▶ **Table 8: Results for "Other" school facilities accessed and used by respondents**

Facility	Total
Compound	9
Indoor arena	5
Walking trail	5
Weight room	5
Lyceum	4
Curling rink	3
Cafeteria	3
Stage	3
Ski trail	2
Pool	2
Outdoor basketball court	1
Sled hill	1

Facility Accessibility and Usage Summary

Overall, survey respondents indicated that school staff made extensive use of community facilities to supplement school facilities for physical education and DPA implementation. The top four answers for community and school facilities used were identical—playing field, playgrounds, ball diamonds and gymnasiums. Over 90% of individual respondents indicated their school had a single station and/or a double station gymnasium.

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Funding

Of the 970 respondents, 53.0% indicated their school accessed the DPA funding provided by Alberta Education. Of these, 63.0% indicated that it was their principal who accessed the funding. 45.3% indicated that the funding was accessed by teachers.

▶ **Table 9: Is your school accessing the DPA funding that was provided by Alberta Education? (by respondent type)**

Respondent	Is your school accessing DPA funding?	
	Yes	No
Principal	63.0%	37.0%
Teacher	45.3%	54.7%

n (principal)=378; n (teacher)=545

Of those who indicated their school was accessing the DPA funding provided by Alberta Education, respondents were asked to indicate how the funding was being used. Responses to this open-ended question were categorized and indicated that: A majority of respondents indicated that their school was using DPA funding for new equipment (59.5%) and resources (28.6%).

▶ **Table 10: How is your school spending DPA funding?**

Use	Frequency	Percentage
Bought new equipment	306	59.5%
Resources	147	28.6%
PD/inservice	40	7.8%
Salary for teachers/consultants/staff	23	4.5%
Activities	16	3.1%
PE Budget	14	2.7%
To pay for transportation	6	1.2%
Bought books	4	0.8%
Timetabling	2	0.4%

n=514

Note: Frequency total adds up to more than 514 as respondents were asked to check all options that applied.

Funding Summary

Overall, 53.0% of respondents indicated they were accessing DPA funding provided by Alberta Education; however, the discrepancy between the frequency with which principals believe they are accessing funding (63.0%) and teachers believe they are accessing funding (45.3%) may indicate that increased communication is required between these two groups and central office staff on this subject. A majority of this funding is used to purchase new equipment, which echoes the results from Table 12, indicating that major increases in resources have been to purchase equipment.

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DPA Resources and Support

A total of 56.7% of respondents indicated their schools had increased the resources (other than the DPA funding) allocated to physical activity opportunities since the implementation of the DPA Initiative in 2005.

▶ Table 11: Since the DPA implementation in 2005, has your school increased the resources (other than the DPA funding) allocated to physical activity opportunities?

Response	Frequency	Percent
Yes	574	56.7%
No	438	43.3%

n=1012

Respondents who indicated their school had increased resources were presented with a list of choices as to how their schools were increasing resources. Most respondents indicated that their schools had purchased equipment for the gymnasium (85.9%) and purchased equipment for use at recess (68.6%).

▶ Table 12: How has your school increased resources (other than DPA funding) since DPA implementation in 2005?

Option	Frequency	Percentage
Purchased equipment for the gymnasium	493	85.9%
Purchased equipment for use at recess	394	68.6%
Supported staff to attend DPA-related professional development	329	57.3%
Purchased teacher professional development resources	321	55.9%
Purchased equipment for classroom activities	306	53.3%
Designated staffing to DPA; e.g. lead teacher	240	41.8%
Modified or improved your activity space	132	23.0%
Other*	28	4.9%

n=574

*The breakdown of "Other" is provided in Table 13.
Note: Frequency total adds to more than 574 as respondents were asked to check all options that applied.

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In the "other" category the most common response as to how schools were increasing resources (other than DPA funding) since DPA implementation in 2005 was through the improvement of school resources. Results are displayed on the following page.

▶ **Table 13: Other ways in which schools have increased resources since DPA implementation.**

Option	Total
Improvement of school resources	5
Improved/built fitness centre	3
More offsite for students	3
Worked with outside experts	3
Re-arranged teacher schedule for DPA	2
More DPA added to timetable	2
DPA activities at Professional Development days	1
Modified timetable	1
Scheduled physical activity for school	1
Additional teacher time	1
More physical education scheduling	1
Physical education budget	1

Respondents were asked how well supported they felt by a number of different groups in their efforts to implement DPA. A majority of respondents (86.7%) felt "very well" or "somewhat" supported by central office and school administration. Most respondents felt "very well" or "somewhat" supported by Alberta Education (70.5%), their school board (75.4%), and the ATA Specialist Council (67.3%), while almost half of respondents did not know how supported they were by Ever Active Schools[1] (47.2%) and Schools Come Alive[2] (45.4%). Of those who knew how supported they felt by Ever Active Schools and Schools Come Alive, most respondents felt very positive toward these programs (see Table 14).

[1] "**Ever Active Schools** is a special project of the Health and Physical Education Council of Alberta. Its purpose is to contribute to the healthy development of children and youth by fostering social and physical environments that support active living and positive health behaviours. The purpose of the program is to encourage, identify and recognize schools that value and promote positive healthy behaviours and practices, as well as physical activity opportunities, through initiatives that affect the entire school community. **Ever Active Schools** will support and enhance the physical education and health curricula, which ensure that each student has equal opportunity to understand and experience the value of a healthy active lifestyle." (http://www.everactive.org)

[2] "**Schools Come Alive** is a special project of the Health and Physical Education Council of Alberta that provides leadership for teachers and administrators through workshops, resource development and collaborative partnerships which focus on increasing physical activity opportunities and promoting healthy active lifestyles in Alberta schools." (http://www.schoolscomealive.org)

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▶ **Table 14: Please indicate how well you feel supported in your efforts to implement DPA by each of the following groups.**

Group	Very well supported	Somewhat supported	Not supported	Don't know
Central office and school administration	44.6%	42.1%	8.2%	5.1%
Alberta Education	23.3%	47.2%	22.8%	6.7%
School board	29.3%	46.1%	13.5%	11.1%
ATA Specialist Council (specifically the Health and Physical Education Council)	30.8%	36.5%	10.2%	22.5%
Ever Active Schools	21.7%	23.3%	7.8%	47.2%
Schools Come Alive	22.4%	24.7%	7.5%	45.4%
Other organizations (such as community groups, local businesses, etc.)	10.0%	30.6%	22.7%	36.7%

n=991

When comparing teacher and principal responses to the level of support they felt from each of the groups listed in Table 14, a statistically significant higher number of principals than teachers felt "very well supported" by central office and school administration, Alberta Education, their school board, and "somewhat supported" by the ATA Specialist Council and other organizations. Conversely, a statistically significant higher number of teachers than principals thought they were "not supported" by central office and school administration, the school board, and the ATA Specialist Council (see Supplemental Table 1 Appendix C for results).

Of the 988 respondents who answered the question "Has your school used the *2006 Daily Physical Activity: A Handbook for Grade 1 to 9 Schools* (this replaced the draft version for 2005)?", 801 respondents (81.1%) indicated that they had used this resource.

▶ **Table 15: Has your school used the *2006 Daily Physical Activity: A Handbook for Grade 1 to 9 Schools* (this replaced the draft version for 2005)?**

Response	Frequency	Percentage
Yes	801	81.1%
No	187	18.9%

n=988

Of the 187 respondents who indicated that they had not used the *DPA Handbook*, 75.3% of respondents did not use the draft or the finalized handbook. This may indicate that there is a need to more broadly communicate to schools where to access the final version of the *DPA Handbook*.

▶ **Table 16: Responses for respondents who indicated they had not used the *2006 Daily Physical Activity: A Handbook for Grade 1 to 9 Schools*.**

Use of Handbook	Frequency	Percentage
Use Draft only	46	24.7%
Didn't use	140	75.3%

n=186

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Further analysis was done on school use of the *DPA Handbook*. Almost 90% (n=379) of principals report using the handbook, while only 74.7% (n=561) of teachers report using the handbook (see Supplemental Table 2 Appendix C for results).

Respondents were then asked to indicate the frequency with which they used a series of resources and supports in the implementation of DPA.

- Overall, 77.4% of respondents report having used the *Daily Physical Activity: A Handbook for Grades 1-9 Schools* at least once.
- 30.8% of respondents have used the DPA video: *Creating a Desire to Participate*.
- Overall, 86.6% of respondents have used physical education authorized resources at least once.
- 67.3% of respondents have used Professional Development workshops provided by the Alberta Regional Professional Development Consortia and Schools Come Alive at least once.
- 66.2% of respondents have used jurisdiction implementation support at least once.
- Only 40.2% of respondents have used community-based resources in supporting the implementation of DPA at least once.

▶ Table 17: Please indicate the frequency with which you use the following resources and supports in the implementation of DPA.

Resource	Often	Sometimes	Once	Not at all
Daily Physical Activity: A Handbook for Grades 1–9 Schools	18.2%	49.5%	9.7%	22.5%
DPA video – *Creating a Desire to Participate*	0.8%	11.4%	18.6%	69.2%
Physical education authorized resources	38.9%	44.9%	2.8%	13.5%
Professional development workshops provided by the Alberta Regional Professional Development Consortia and Schools Come Alive	11.0%	42.8%	13.5%	32.7%
Jurisdiction implementation support, including PD, central office expertise, etc.	9.9%	43.9%	12.4%	33.7%
Community-based resources*	6.5%	29.4%	4.3%	59.8%

n=981

*See Table 18 for a full list of community-based resources.

Additional analysis of the relationship between the frequency with which principals and teachers report using various resources and supports in the implementation of DPA varies greatly, with statistically significant responses for principals indicating that principals are more likely than teachers to use all resources listed "sometimes" or "often," while statistically significant responses for teachers indicate that, overall, teachers are more likely than principals to use none of the resources listed. This indicates that principals and teachers have significantly different views regarding the frequency with which resources and supports are used (see Supplemental Table 3 Appendix C for results).

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Respondents who indicated they accessed community-based resources "often," "sometimes" or "once" were then asked to list the community-based resources they used in implementing DPA. The most frequently cited responses were swimming pools, arenas/skating rinks, general community facilities (e.g., the YMCA) and community experts (e.g., yoga or tai-chi instructor). Resources cited more than once are listed in Table 18.

▶ Table 18: Community-based resources used often, sometimes or once.

Resource	Count	Percentage
Swimming pools	158	40.1%
Arenas/skating rinks	120	30.5%
General community facilities	88	22.3%
Community "expert"	73	18.5%
Community programs	58	14.7%
Outdoor parks/playgrounds	56	14.2%
Curling rink	47	11.9%
Sports fields/ball diamond	44	11.2%
Inline skating	28	7.1%
Golf course	18	4.6%
Ski club/ski hills	18	4.6%
Bowling alley	17	4.3%
Gymnastics	12	3.0%
Tennis courts	12	3.0%
Climbing wall	9	2.3%
Fencing	8	2.0%
Fitness club	7	1.8%
Campgrounds	5	1.3%
Cross country running	4	1.0%
Fitness gym outside school	4	1.0%
Fitness gym inside school	3	0.8%

n=387

Note: Count total adds up to more than 387 as respondents were asked to check all options that applied.

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Respondents were then asked to indicate the effectiveness of several resources in supporting the implementation of the DPA Initiative. Results are displayed in Table 19.

▶ **Table 19: Please indicate the effectiveness of these resources in supporting the implementation of DPA.**

	Very effective	Somewhat effective	Somewhat ineffective	Very ineffective	Neither effective nor ineffective
Daily Physical Activity: A Handbook for Grades 1-9 Schools	23.8%	46.8%	3.8%	1.3%	24.3%
DPA video – *Creating a Desire to Participate*	3.1%	23.8%	4.5%	2.4%	66.3%
Physical education authorized resources	32.1%	46.8%	3.6%	0.6%	16.9%
Community-based resources	13.2%	28.9%	5.2%	2.7%	50.0%
Professional development workshops provided by the Alberta Regional Professional Development Consortia and Schools Come Alive	18.3%	39.2%	5.0%	1.9%	35.5%
Jurisdiction implementation support, including PD, central office expertise or mentoring programs	12.6%	39.8%	7.3%	3.2%	37.2%

n=976

Results indicate that:

- 70.6% of respondents indicated that the *DPA Handbook* was "somewhat effective" or "very effective."
- 26.9% of respondents indicated that the DPA video: *Creating a Desire to Participate* was "somewhat effective" or "very effective."
- 78.9% of respondents said authorized physical education resources were "somewhat effective" or "very effective."
- 42.1% of respondents find community-based resources "somewhat effective" or "very effective." 50.0% of respondents find community-based resources "neither effective nor ineffective."
- 57.5% of respondents find Professional Development workshops provided by the Alberta Regional Professional Development Consortia and Schools Come Alive "somewhat effective" or "very effective."
- 52.4% of respondents find jurisdiction implementation support "somewhat effective" or "very effective."

A cross-tabulation of the effectiveness of various resources by respondent type (see Supplemental Table 4 Appendix C for results) indicates that, overall, significantly more principals than teachers feel that the majority of resources are "very effective" and "somewhat effective," and significantly more principals than teachers find professional development workshops provided by the Alberta Regional Professional Development Consortia and Schools Come Alive "somewhat effective." On the other hand, significantly more teachers than principals find the *DPA Handbook* and authorized physical education resources "somewhat ineffective."

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Also, principals and teachers rank the effectiveness (very) of the resources in an identical order (Supplemental Table 4 Appendix C for results):

1. Authorized physical education resources
2. *Daily Physical Activity: A Handbook for Grades 1-9 Schools*
3. Jurisdiction implementation support, including PD, central office expertise or mentoring programs
4. Community-based resources
5. Professional development workshops provided by the Alberta Regional Professional Development Consortia and Schools Come Alive
6. DPA video – *Creating a Desire to Participate*

DPA Resources and Supports Summary

Over half (56.7%) the respondents indicated that their schools have increased the resources (other than the DPA funding) allocated to physical activity opportunities since the implementation of DPA in 2005. A majority of respondents indicated that these resources were being used to purchase equipment for gymnasiums (85.9%) and to purchase equipment for use at recess (68.6%). Over half the respondents also reported that increased resources were being used to support staff to attend DPA-related professional development (57.3%), purchase teacher professional development resources (55.9%) and purchase equipment for classroom activities (53.3%). In short, additional resources are being used to purchase equipment for schools and to support teacher professional development.

A majority of respondents (86.7%) felt "very well or somewhat supported" by central office and school administration. Many respondents also felt "very well or somewhat supported" by Alberta Education (70.5%), their school board (75.4%), and the ATA Specialist Council (67.3%). Significantly more principals than teachers felt "very well supported" by central office and school administration, Alberta Education, and their school board, and "somewhat supported" by the ATA specialist council and other organizations. Over 80% of respondents reported using the *DPA Handbook*. Over 90% of principals versus 66.5% of teachers reported using the handbook at least "once." This may indicate that communication about the release of the handbook did not adequately filter through to teachers. When asked which resources and supports they used the most frequently, respondents indicated that authorized physical education resources were used most often and were most effective in supporting the implementation of DPA. On the other hand, almost 70% of respondents indicated that the DPA video, *Creating a Desire to Participate*, was used "not at all" and about 66% of respondents thought the video was "neither effective nor ineffective."

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DPA Implementation

A majority of respondents (58.3%) indicated that daily physical education classes were scheduled for a minimum of 30 minutes to meet DPA requirements at their school. The second most common response was scheduling a segment of time equal to at least 30 minutes for physical activity on days students did not have physical education class (31.9%).

▶ Table 20: Which of the programming strategies below indicates how DPA is offered at your school?

Strategy	Frequency	Percentage
Students have daily physical education class for a minimum of 30 minutes/class	587	58.3%
On days where students do not have scheduled physical education class, one segment of time equal to at least 30 minutes has been set aside for DPA	321	31.9%
Classes are rotated through the use of the outdoors, classrooms, and open spaces indoors as well as the gym in order to share facilities	223	22.2%
DPA is incorporated throughout the day and integrated into other subject areas	205	20.4%
An activity option is provided along with other options on days when physical education is not offered	127	12.6%
On days where students do not have scheduled physical education class, two or more segments of time totalling 30 minutes are set aside for DPA	126	12.5%
Before school, after school, and/or lunch activities are organized by the school and tracked through student log books	63	6.3%
Other*	56	5.6%
A number of minutes are taken from each class period to create a school-wide DPA time for one 30-minute segment of time	38	3.8%
DPA is NOT implemented at my school	37	3.7%
A number of minutes are taken from each class period to create a school-wide DPA time for two or more segments of time totalling 30 minutes	21	2.1%

n=1006

*Other results are displayed in Table 23.
Note: Frequency total adds up to more than 1006 as respondents were asked to check all options that applied.

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The most frequent "other" programming strategy used to deliver DPA at the respondents' schools was through recess, intramurals, and extracurricular activities, followed by DPA being left to teacher discretion.

▶ Table 21: "Other" Programming Strategies for DPA.

Response	Frequency
Recess/intramurals/extracurricular	14
Left to teacher discretion	6
10 minute blocks are set aside	2
80 minutes every second day	2
Average 30 minutes/day/week	1
Journal activity	1
Métis dance	1
Other activities	1
15 minutes every second day	1
25-minute physical education class every day	1
School-wide walk	1

Three quarters of respondents (75.6%) indicated that DPA was formally scheduled in their school timetable.

▶ Table 22: Is DPA formally scheduled in your school timetable?

Response	Frequency	Percentage
Yes	761	75.6%
No	245	24.4%

n=1006

When Tables 22 and 24 were cross-tabulated, it was observed that 93.5% of the 587 respondents who indicated that students had a minimum of 30 minutes/physical education class (Table 22) also indicated that DPA was formally scheduled in their school timetable (Table 24). An additional cross-tabulation analysis of the relationship between how physical education classes are scheduled (Chart 2) and how DPA is formally scheduled in the school timetable (Table 24) indicates that 48.4% of total respondents have daily physical education for 30 to 40 minutes and have DPA formally scheduled in the school timetable. Both these comparisons may indicate that a majority of schools are using their physical education class to fulfill DPA requirements. (See Supplemental Table 5 Appendix C for results.)

When asked who was responsible for delivering DPA at their school, the greatest percentage of respondents (47.6%) indicated that a combination of physical education teachers and classroom teachers delivered DPA, while over one quarter (25.4%) of all respondents indicated that only classroom teachers deliver DPA in their school (see Supplemental Table 6 Appendix C for results).

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▶ Table 23: Who is responsible for delivering DPA in your school?

Response	Frequency	Percentage
Physical education teachers only	165	16.4%
Combination of physical education teachers and classroom teachers	479	47.6%
Classroom teachers only	256	25.4%
Homeroom teachers	65	6.5%
Other*	41	4.1%

n=1006

*See Table 26 for a breakdown of other.

Of the respondents who answered "other" individuals were responsible for delivering DPA in their school, the most frequently cited response was all school staff including teachers and administration.

▶ Table 24: "Other" individuals responsible for delivering DPA.

Response	Frequency
All school staff including teachers and principal	17
Principal/Vice-principal/School Administration only	4
No DPA	6
Physical education-related staff only	2
One teacher	1
Student aides	1
Various	1

A cross-tabulation was done to determine if those who categorized themselves as teachers and principals thought different groups of individuals were responsible for delivering DPA at their school (see Supplemental Table 6 Appendix C for results). The ranked results were identical for both teachers and principals, and the top three responses from this cross-tabulation are listed below:

1. Combination of physical education teachers and classroom teachers (Principal=52.5%, Teacher=44.2%)
2. Classroom teachers only (Principal=20.3%, Teacher=29.3%)
3. Physical education teachers only (Principal=16.6%, Teacher=16.2%

It appears the most frequent delivery system for DPA is the combination of physical education teachers and classroom teachers. Teachers thought that "classroom teachers only" were more responsible for delivering DPA in their school than principals did (29.3% vs. 20.3%).

The next question on the survey asked: "The Daily Physical Activity Policy statement from *Guide to Education: ECS to Grade 12, 2006* indicates "School authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes through activities that are organized by the school." By your best estimate, what percentage of the student

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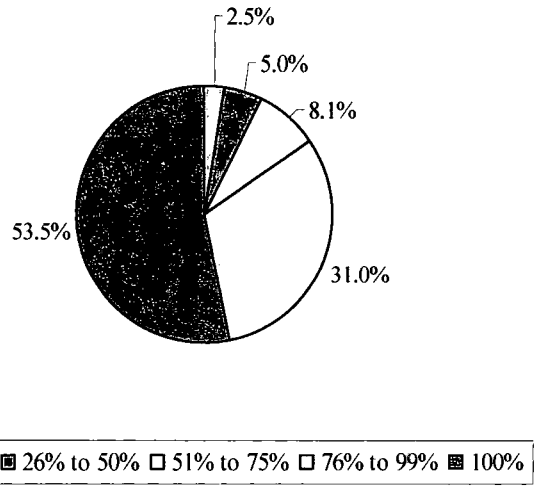
population enrolled in grades 1 to 9 in your school is physically active for a minimum of 30 minutes per day?" A total of 53.5% of respondents indicated that 100% of students in grades 1 to 9 in their school were active for a minimum of 30 minutes per day.

▶ **Chart 1: Percentage of students in grades 1 to 9 who are active for a minimum of 30 minutes per day (n=1006).**



A second analysis, comparing the percentage of students in grades 1 to 9 who are active for a minimum of 30 minutes per day by size of their school (under 250 students or over 250 students) indicated that there is no statistically significant difference in student activity level by size of school.

Daily Physical Activity (DPA) Implementation Summary

A majority of respondents (58.3%) indicated that DPA is offered through daily physical education classes that are a minimum of 30 minutes long. Of the 75.6% of respondents who indicated that DPA was formally scheduled in their school timetable, almost 94% of these respondents had daily physical education classes that were a minimum of 30 minutes long. This may indicate that DPA is being scheduled in many schools as daily physical education. Almost half (47.6%) of the survey respondents indicated that a combination of physical education teachers and classroom teachers were responsible for delivering DPA in their school, with teachers (29.3%) slightly more likely than principals (20.3%) to report that teachers only were responsible for delivering DPA in their school. Over half of respondents (53.5%) report that all students in their school are active for a minimum of 30 minutes per day.

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Scheduling of Daily Physical Education

Almost a third (30.6%) of respondents indicated that their schools offered daily physical education classes prior to September 2005.

▶ **Table 25: Please indicate if your school had daily physical education classes prior to September 2005.**

Response	Frequency	Percentage
Yes	308	30.6%
No	699	69.4%

n=1007

However, at the time of the survey, just over 68% of respondents indicated that all students at their schools had daily physical education class for at least 30 minutes per class, with the majority of respondents having daily physical education class scheduled for between 30 and 40 minutes.

▶ **Chart 2: How are physical education classes scheduled at your school? (n=1008)**

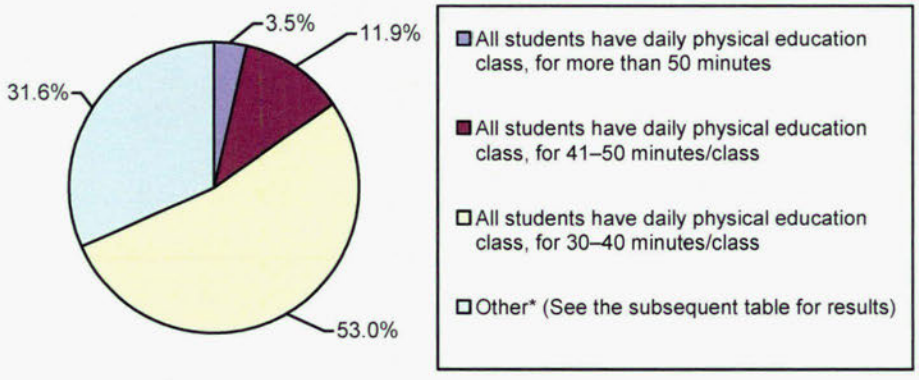
3.5%
11.9%
31.6%
53.0%
All students have daily physical education class, for more than 50 minutes
All students have daily physical education class, for 41–50 minutes/class
All students have daily physical education class, for 30–40 minutes/class
Other* (See the subsequent table for results)

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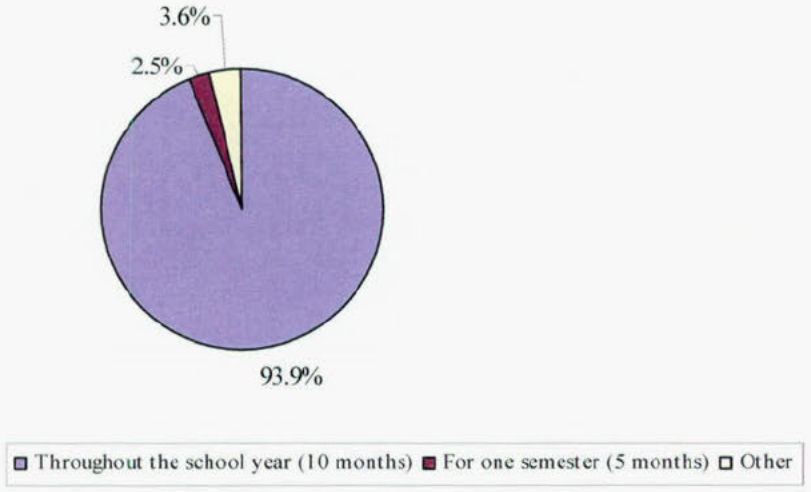
Table 26 displays the most common responses that were given as "other" ways in which physical education classes were scheduled at the respondents' schools, with 30–44 minute classes three times a week being the most common "other" response.

▶ **Table 26: "Other" physical education class scheduling options.**

Frequency of physical education	Less than 30 minutes	30–44 minutes	45–59 minutes	60–89 minutes	90 minutes or more
1×/week	0	1	2	3	2
2×/week	2	8	4	8	1
3×/week	1	44	17	26	1
4×/week	4	12	7	1	0
2×/6 days	0	6	0	0	0
3×/6 days	0	3	8	0	0
4×/6 days	0	8	4	0	0
5×/6 days	0	1	1	0	0
Daily for less than 30 minutes	4	–	–	–	–
More or equal to 150 minutes/week without specifying times/week	–	–	–	–	22

A majority of respondents (93.9%) indicated that students at their schools participate in physical education class throughout the school year (10 months).

▶ **Chart 3: For what length of time do students participate in physical education classes at your school? (n=1008)**



When only those principals whose schools offered a combination of grades, including grades 9 to 12, were examined, it was revealed that over three quarters of schools had students participate in physical education throughout the school year. In fact, it was revealed in a second analysis that eight of the 14 schools offering only grades 9 to 12 did so throughout the school year, while only two schools had students participate in physical education for only one semester.

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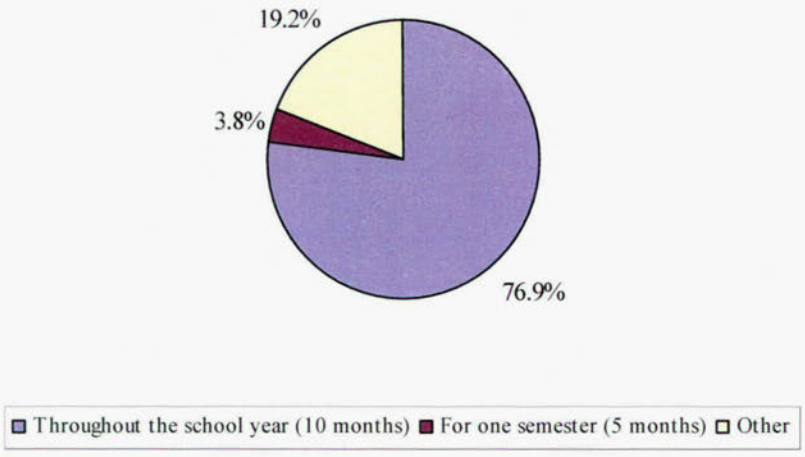
▶ **Chart 4: For what length of time do students participate in physical education classes at your school? (n=78 schools, based on a variety of multi-division grade configurations including grades 9 to 12).**



Scheduling of Daily Physical Education (DPE) Summary

Less than a third of respondents (30.6%) indicated that their school offered daily physical education prior to September 2005. Nearly 70% of respondents indicated that their schools offer a minimum of 30 minutes of daily physical education, and for a majority of respondents, this daily physical education takes place throughout the entire school year. The increase in daily physical education throughout the school year may indicate that students are more physically active than they were two years ago, prior to the implementation of the DPA Initiative. In addition, offering daily physical education allows schools to link DPA to learning outcomes and may provide an opportunity to better monitor student progress.

DPA Policies and Principles

Respondents were provided with a list of possible methods through which their schools could be implementing the guiding principles as stated in the DPA Policy in the *Guide to Education: ECS to Grade 12*. The most common means of implementation reported was maximizing facility usage within the school (87.9%), maximizing outdoor opportunities on the school grounds (74.1%), supporting the development of lifelong learning habits for daily physical and healthy lifestyles (72.5%), and providing a variety of activities from the Physical Education Program of Studies; e.g., from all five dimensions (70.6%).

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▶ **Table 27: How does your school implement the guiding principles as stated in the DPA Policy in the *Guide to Education: ECS to Grade 12*? (check all that apply)**

Response	Count	Percentage of total respondents
Maximize facility usage within the school	883	87.9%
Maximize outdoor opportunity on the school grounds	745	74.1%
Support the development of lifelong learning habits for daily physical activity and healthy lifestyles	729	72.5%
Provide a variety of activities from the Physical Education Program of Studies; e.g., from all five dimensions	710	70.6%
Take into account each student's ability	632	62.9%
Incorporate student choice into activity choices	505	50.2%
Maximize facility usage within the community	355	35.3%
Maximize outdoor opportunity in the community	330	32.8%
Other	34	3.4%

n=1005

DPA Policy and Principles Summary

Survey respondents indicated that their schools are implementing the guiding principles as stated in the DPA Policy in the *Guide to Education: ECS to Grade 12* primarily by maximizing facility usage within the school (87.9%) and maximizing outdoor opportunities on the school grounds (74.1%). These results appear to coincide with the data displayed in Table 10, which indicates that purchasing equipment for the gymnasium and for use at recess are the top two means by which schools have increased resources since the implementation of the DPA Initiative.

DPA Activities

Survey respondents were provided with a chart from the *Handbook for Canada's Physical Activity Guide to Healthy Living* (Appendix B) and were asked to estimate the level of activity expended by students during DPA activities and physical education class. Results (see Table 28) indicate that over 50% of students are moderately active during DPA activities, and an even higher percentage of students participate in vigorous activity during physical education class. This may indicate greater potential health benefits from physical education classes (56.1% vigorous activity) than DPA (19.3% vigorous activity).

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▶ **Table 28: Estimated level of activity of students during DPA activities and physical education class.**

Activity	Very Light	Light	Moderate	Vigorous	Maximum	Our school does not do this activity
DPA	3.8%	17.5%	50.3%	19.3%	1.1%	8.0%
Physical education class	0.1%	2.4%	37.0%	56.1%	3.9%	0.5%

n=1000

Respondents were also asked to indicate which activities were the most effective in encouraging student participation in their schools. The top three responses were activities requiring group participation from students such as goal-oriented games, net and wall games, and innovative games.

▶ **Table 29: Which activities are the most effective in encouraging student participation?**

Activity	Count	Percentage
Goal-oriented games (e.g. softball, soccer, scoopball, basketball, football, floor hockey, handball, rugby, ringette, team handball, field lacrosse)	795	80.1%
Net and wall games (e.g. volleyball, badminton, pickleball, tennis, table tennis, netball)	723	72.9%
Innovative games (e.g. creative/novel, cooperative, challenge, parachute, hoop, beanbag, tag, multicultural, scooter activities)	677	68.2%
Playground activities	659	66.4%
Skipping	527	53.1%
Track and field	469	47.3%
Jogging/running activities	469	47.3%
Aquatics (swimming, water games)	459	46.3%
Walking	438	44.2%
Fitness circuits/stations	425	42.8%
Skating	407	41.0%
Rhythmic/creative dance (e.g., singing/clapping games, aerobic, interpretive, stomp, tinikling)	320	32.3%
Target games (e.g., archery, bowling, curling, golf, croquet, horseshoes, bocce)	302	30.4%
Use of exercise equipment (e.g., fitness balls, rubber tubing)	282	28.4%
Educational gymnastics (e.g., balances, travels, shapes)	281	28.3%
Contemporary/social dance (e.g., line, jive, swing)	262	26.4%
Multicultural dance (e.g., folk, square)	202	20.4%
Cycling/in-line skating	200	20.2%
Acrobatic gymnastics (e.g., tumbling, balances/pyramids)	191	19.3%
Wrestling/combatives	172	17.3%
Jazz dance (e.g., traditional, hip-hop, funk)	161	16.2%
Weight training	145	14.6%
Rhythmic gymnastics (e.g., hoop, ball, ribbon, lummi sticks)	121	12.2%
Yoga/tai chi	115	11.6%
Rock/wall climbing	114	11.5%
Artistic gymnastics (e.g., floor, bars, vault, pommel horse, rings, balance beam)	110	11.1%
Hiking	108	10.9%
Ballroom/social dance (e.g., waltz, fox trot, tango, two-step, Latin, polka)	96	9.7%
Camping	86	8.7%
Orienteering	83	8.4%
Self-defense/martial arts	81	8.2%

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Activity	Count	Percentage
Canoeing	60	6.0%
Aboriginal dance (e.g., Métis, reel, First Nations round dance)	60	6.0%
Plyometrics	34	3.4%
Triathlon-type activities	32	3.2%
Kayaking	25	2.5%
Rowing	21	2.1%
Sailing	18	1.8%

n=992

Note: Count total adds to more than 992 as respondents were asked to check all activities that applied.

When results were compared by respondent type (principal results vs. teacher results), the top five responses were identical.

Rank	Activity	Principals	Teachers
1	Goal-oriented games (e.g. softball, soccer, scoopball, basketball, football, floor hockey, handball, rugby, ringette, team handball, field lacrosse)*	81.8%	78.7%
2	Net and wall games (e.g. volleyball, badminton, pickleball, tennis, table tennis, netball)	79.7%	68.1%
3	Innovative games (e.g. creative/novel, cooperative, challenge, *parachute, hoop, beanbag, tag, multicultural, scooter activities*)	72.1%	65.6%
4	Playground activities*	70.3%	64.0%
5	Skipping	57.6%	49.8%

*Statistically significant difference ($p<0.05$) between principals and teachers.

DPA Activities Summary

Overall, respondents indicated that most students work at a moderate to vigorous level when participating in physical education class and a light to moderate level when participating in DPA. This lends support to the belief that daily physical education provides more opportunities for schools to expand the level of activity that result in health benefits for students. Also, principals and teachers are in agreement that the activities that are most effective in encouraging student participation at their schools require students to participate cooperatively.

Challenges to DPA Implementation

Respondents were asked to indicate to what extent ("a lot," "somewhat," "not at all," "not applicable") their school was experiencing a series of challenges related to the implementation of DPA. Time allocation and timetabling (78.8%) and lack of facilities and/or space (76.0%) were the top two responses cited as being at least "somewhat" or "a lot" challenging. Respondents also reported teachers' level of comfort and expertise in delivering DPA (66.5%) and lack of equipment for DPA (61.9%) as at least "somewhat" or "a lot" challenging. Over half of respondents (55.4%) indicated that it was "not at all" difficult to convince students, parents and staff that DPA is important.

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▶ **Table 30: To what extent is your school experiencing the following challenges related to the implementation of DPA?**

Response	A lot	Somewhat	Not at all	Not applicable
Time allocation and timetabling	46.2%	32.6%	17.7%	3.5%
The doubling up of classes to offer physical activity daily has raised concerns	31.3%	27.1%	21.8%	19.8%
There is staff/parental concern about taking time away from core subjects	22.6%	25.9%	43.1%	8.5%
Lack of facilities and/or space	42.7%	33.3%	19.4%	4.6%
Lack of equipment for DPA	22.5%	39.4%	33.5%	4.6%
Teachers level of comfort and expertise in delivering DPA	20.7%	45.8%	28.1%	5.4%
Difficult to convince students, parents, and staff that DPA is important	9.2%	28.6%	55.4%	6.9%

n=970

An additional cross-tabulation (see Supplemental Table 7 Appendix C for results) of how principals and teachers perceive the challenges listed in Table 30 indicated that significantly more principals than teachers found all of the responses listed above, except the issue of doubling up of classes, not to be challenges ("not at all"). Significantly more teachers than principals, on the other hand, found all the responses listed above, except the issue of taking time away from core subjects, to be challenges ("a lot"). Approximately 30% of teachers feel that the lack of equipment for DPA is a challenge ("a lot") in their schools, while 13.8% of principals feel that their school is experiencing a lack of equipment for DPA ("a lot").

Challenges to DPA Implementation Summary

Principals and teachers indicated that the top two challenges ("a lot") to DPA implementation were time allocation and timetabling (46.2%) and lack of facilities and/or space (42.7%). Additional analysis also indicated that significantly more teachers than principals often find the implementation of DPA more problematic ("a lot"). This may indicate a need for increased communication between teachers and principals.

Monitoring of DPA

Principals were asked if their school authorities were monitoring to ensure that ALL students were physically active for a minimum of 30 minutes daily. Over 60% (61.1%) of 378 principals said this monitoring was occurring.

Principals who indicated that monitoring was occurring were then asked to check all that applied in a list of possible methods by which districts could be monitoring DPA. A majority of principals indicated that they were required to submit DPA information to school authorities as part of the Annual Education Results Report.

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▶ Table 31: Possible methods by which school authorities monitor DPA.

Response	Frequency	Percentage
Principals submit DPA information to school authorities as part of the Annual Education Results Report	125	54.1%
Principals submit a DPA plan in September for their school	58	25.1%
Principals submit a school year summary in June, outlining DPA successes and challenges	30	13.0%
Summaries, DPA roll-ups or statistics per school are shared with a district DPA team in order to address and resolve ongoing issues	20	8.7%
Other*	83	35.9%

n=231

*See Table 32 for a breakdown.

The top two "other" responses given, as to how districts are ensuring that students are active for a minimum of 30 minutes per day, were that DPA is timetabled in the schools, and that it was the responsibility of the principal to monitor DPA.

▶ Table 32: "Other" methods by which school authorities monitor DPA.

Response	Frequency	Percentage
Timetabled	23	30.3%
Principal monitors	14	18.4%
Through conversations	11	14.5%
It is an expectation	10	13.2%
School planning document	4	5.3%
Teacher responsible	3	3.9%
As part of the Education Plan	2	2.6%
School budget plan submitted by principal	2	2.6%
By doing DPA survey	1	1.3%
Principal's Report	1	1.3%
Survey	1	1.3%
Principal does survey from central office	1	1.3%
Report to division office	1	1.3%
School improvement plan	1	1.3%
Participation tracked for student records	1	1.3%

n=76

All respondents were asked to indicate how their school monitored the ongoing implementation of DPA. A majority of respondents (64.2%) indicated that daily physical education classes ensure that students are participating in the minimum 30 minutes daily. This was also the top response for principals whose school authorities monitored to ensure all students were physically active for a minimum of 30 minutes daily (see Supplemental Table 8 Appendix C for results).

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▶ Table 33: How does your school monitor the ongoing implementation of DPA?

Response	Frequency	Percentage
Daily physical education classes ensure that students are participating in the minimum 30 minutes daily	621	64.2%
My school does not monitor the ongoing implementation of DPA	268	27.7%
Anecdotal reports are collected from teachers throughout the year	117	12.1%
Teachers and staff use checklists to see that all students are participating daily	114	11.8%
Students log their DPA minutes with teacher sign-off and the log books are checked on a regular basis	29	3.0%
Other*	87	9.0%

n=968

*See Table 34 for a breakdown of 'other' responses.

The top "other" response provided by respondents was that schools monitor the implementation of DPA by having it timetabled as either DPA or physical education class. Also, respondents indicated that teachers are responsible for monitoring the implementation of DPA in their schools and classes.

▶ Table 34: "Other" ways in which schools monitor the ongoing implementation of DPA.

Response	Frequency	Percentage
Timetabled	32	36.8%
Teachers monitor	22	25.3%
Activities scheduled outside physical education	4	4.6%
Attendance is taken	4	4.6%
Students assigned mark based on activity	2	2.3%
Monitoring done twice a year	1	1.1%
Activities are occasionally tracked	1	1.1%
School-wide program	1	1.1%
No response	20	23.0%

n=87

Monitoring of DPA Summary

Over 64% of respondents indicated that their schools are monitoring DPA by scheduling 30 minutes of daily physical education. In addition, school authorities appear to be passively monitoring DPA implementation. For example, 32% of all principal respondents indicated that they were required to submit DPA information to school authorities as part of the Annual Education Results Report. This relatively minimal use of these reports means this resource has limitations as a source of information for monitoring the DPA Initiative implementation.

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Attitudes Toward DPA

Respondents were asked to indicate the degree to which they agreed or disagreed with a number of statements (Table 35).

- **84.4%** of respondents "strongly agreed" or "somewhat agreed" that **students are satisfied with the DPA opportunities that are provided to them**.
- **63.7%** of respondents "strongly agreed" or "somewhat agreed" that **DPA has contributed to increased student learning**.
- **75.1%** of respondents "strongly agreed" or "somewhat agreed" that **DPA has contributed to student wellness**.
- **44.5%** of respondents "strongly agreed" or "somewhat agreed" that **DPA has contributed to improved student healthy eating habits**.
- **74.7%** of respondents "strongly agreed" or "somewhat agreed" that **DPA is considered a positive initiative and is considered a priority in their school**.
- **46.3%** of respondents "strongly agreed" or "somewhat agreed" that **DPA has had a positive impact on staff wellness**.
- **62.8%** of respondents "strongly agreed" or "somewhat agreed" that **DPA has made a positive impact on the school environment**.

▶ Table 35: Please indicate the degree to which you agree or disagree with the following statements.

Statement	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree	Neither agree or disagree
Students are satisfied with the DPA opportunities that are provided to them	38.3%	46.1%	8.5%	2.8%	4.3%
DPA has contributed to increased student learning	20.3%	43.4%	8.8%	4.6%	22.8%
DPA has contributed to improved student wellness	28.2%	46.9%	6.9%	4.5%	13.5%
DPA has contributed to improved student healthy eating habits	9.9%	34.6%	19.8%	10.8%	24.9%
DPA is considered a positive initiative and is considered a priority in my school	33.6%	41.1%	10.8%	6.7%	7.7%
DPA has had a positive impact on staff wellness	11.4%	34.9%	16.2%	10.1%	27.5%
DPA has made a positive impact on the school environment	23.8%	39.0%	10.0%	7.0%	20.1%

n=969

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A cross tabulation comparing principal and teacher responses to the statements in Table 35 indicated that significantly more principals than teachers were likely to strongly agree and/or somewhat agree with all the statements except "students are satisfied with the daily physical activity opportunities that are provided to them" and "Daily physical activity has contributed to increased student learning." Also, significantly more teachers than principals somewhat disagreed and/or strongly disagreed with all the above statements. Overall, principals were more likely to respond in a positive manner to the statements than teachers were (see Supplemental Table 9 Appendix C for results).

Respondents were asked to indicate the degree to which they agreed or disagreed with a number of statements (Table 36).

- **91%** of respondents "strongly agreed" or "somewhat agreed" that **students understand the importance of DPA**.
- **76.9%** of respondents "strongly agreed" or "somewhat agreed" that **DPA in school encourages students to be more active outside school**.
- **87.3%** of respondents "strongly agreed" or "somewhat agreed" that **students are eager to participate in DPA**.
- **70.5%** of respondents "strongly agreed" or "somewhat agreed" that **students appear to be more focused on class work after participation in DPA**.
- **71.6%** of respondents "strongly agreed" or "somewhat agreed" that **DPA has a positive impact on student learning**.
- **76.1%** of respondents "strongly agreed" or "somewhat agreed" that **teachers are generally supportive of the DPA Initiative**.
- **78.8%** of respondents "strongly agreed" or "somewhat agreed" that **teachers are generally supportive of the method of DPA implementation at your school**.
- **76.5%** of respondents "strongly agreed" or "somewhat agreed" that **parents are generally supportive of the DPA Initiative**.
- **75.7%** of respondents "strongly agreed" or "somewhat agreed" that **parents are generally supportive of the method of DPA implementation at your school**.

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▶ **Table 36: Overall level of agreement to a series of statements regarding DPA policy and principles.**

Response	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Neither Agree Nor Disagree
Students understand the importance of DPA	35.7%	55.3%	5.8%	2.1%	1.1%
DPA in school encourages students to be more active outside school	32.1%	44.8%	12.2%	5.7%	5.2%
Students are eager to participate in DPA	49.6%	37.7%	7.0%	3.4%	2.3%
Students appear to be more focused on class work after participation in DPA	25.0%	45.5%	10.4%	4.7%	14.4%
DPA has a positive impact on student learning	32.2%	39.4%	7.8%	4.1%	16.5%
Teachers are generally supportive of the DPA Initiative	33.0%	43.1%	12.7%	6.7%	4.5%
Teachers are generally supportive of the method of DPA implementation at your school	37.9%	40.9%	10.0%	6.5%	4.7%
Parents are generally supportive of the DPA Initiative*	39.0%	37.5%	5.2%	2.4%	16.0%
Parents are generally supportive of the method of DPA implementation at your school	36.2%	39.5%	4.0%	1.9%	18.4%

n=1002, with the exception of * where n=1001

Overall, 87.3% of respondents felt favourable toward DPA and indicated that students were eager to participate in DPA. Results for Table 36 were then separated into principal and teacher agreement with the statements in an additional cross-tabulation (see Supplemental Table 10 Appendix C for results). Principals are more likely to respond positively to the series of statements regarding DPA policy and principles than are teachers. Chi-square and z-tests were used to examine the difference between principals and teachers. Principals had statistically significantly higher levels of agreement to the above statements than did teachers, the exceptions being "students are eager to participate in daily physical activities" where there is no statistically significant difference, and "DPA has a positive impact on student learning" where teachers are significantly more likely to strongly disagree.

Attitudes Toward DPA Summary

Almost 85% (84.4%) of respondents "strongly agreed" or "somewhat agreed" that students are satisfied with the daily physical activity opportunities that are provided to them, while 76.5% feel that parents are generally supportive of the DPA Initiative. Overall, respondents also felt favourable toward DPA, with principals more likely to respond favourably toward DPA than teachers.

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Additional Comments

Respondents were asked to provide any additional comments. Overall, respondents who had additional comments indicated that DPA was a positive initiative. Some common concerns were the lack of time available for DPA given the time demands of core subjects, a lack of facilities, gymnasiums and equipment, scheduling and a need for more funding. Respondents also indicated ensuring that the physical activity of students is also a parental responsibility.

▶ **Table 37: Additional Comments.**

Response	Frequency	Percentage
DPA is a positive initiative	103	30.5%
Lack of time, given emphasis on core subjects/core subjects should have curriculum reduced	91	26.9%
Lack of facilities/gyms/equipment	87	25.7%
Time should be looked at/timetabling concerns	68	20.1%
More funding required	55	16.3%
Parents must be supportive/health is the responsibility of the parent	50	14.8%
General comments/not applicable	42	12.4%
More physical education teachers/trained specialists/PD	25	7.4%
More resources required	23	6.8%
Difficult to timetable grade 9s in a school with higher grades	20	5.9%
DPA is a negative initiative	19	5.6%
DPA was not thought through by policy makers	15	4.4%
Safety concerns	13	3.8%
No DPA being done at our school/DPA not being properly implemented	10	3.0%
Should be all grades 1 to 12	7	2.1%
Students are active outside school	2	0.6%
School has limited funds	2	0.6%
Students are restricted to non-contact sports	1	0.3%
Virtual school, no way to monitor	1	0.3%
Schools have to make teachers aware of resources	1	0.3%

n=338

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Conclusion and Recommendations

The DPA Survey collected key information that can be used by Alberta Education when planning and implementing future DPA-related projects. This information also gives insight into the environments in which school staff must work toward meeting the guiding principles as stated in the DPA Policy. The Survey results include information regarding:

- resources and support
- implementation
- challenges
- monitoring
- attitudes.

Resources and Support Used to Implement DPA

The top four types of facilities accessible to and used by schools for DPA were gymnasiums, playing fields, playgrounds and ball diamonds.

Approximately half the respondents indicated their schools were accessing the DPA funding provided by Alberta Education. These respondents identified using this funding to purchase equipment and resources and to offer professional development opportunities to staff.

Over half the respondents indicated that their schools had increased resources (other than the DPA funding) allocated to physical activity opportunities since the implementation of DPA.

About 80% of respondents indicated that they used the *DPA Handbook* and 70% of respondents found the *DPA Handbook* effective. Respondents indicated that authorized physical education resources were used most often and were most effective in supporting the implementation of DPA. On the other hand, almost 70% of respondents indicated that the DPA video, *Creating a Desire to Participate*, was used not at all and 66% of respondents thought the video was "neither effective nor ineffective."

How Schools Are Implementing DPA

Daily physical education classes were offered in 30% of the respondents' schools prior to 2005. This increased to nearly 70% of the respondent's schools at the time of the survey.

The majority of respondents (58.3%) indicated that DPA is offered through daily physical education classes that are a minimum of 30 minutes in length. It may be beneficial for school authorities to explore further the pros and cons of this type of scheduling option. These options demonstrate effective implementation strategies that school authorities may want to consider in future planning for DPA.

Survey respondents indicated that their schools are meeting the guiding principles as stated in the DPA Policy primarily by maximizing facility usage within the school and maximizing outdoor opportunities on the school grounds.

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Respondents' perceptions indicated that most students work at a moderate to vigorous level when participating in physical education classes and a light to moderate level when participating in DPA activities. The activities that are most effective in encouraging student participation are those in which students participate cooperatively.

Challenges Schools Face When Implementing DPA

Principals and teachers indicated the biggest challenges to DPA implementation are time allocation and timetabling and lack of facilities and/or space.

How Schools Are Monitoring DPA Implementation

School authorities appear to be passively monitoring DPA implementation, as about 32% of principals indicated that they were required to submit DPA information to school authorities as part of the Annual Education Results Report. Relatively minimal use of these reports means this resource has limitations as a source of information for monitoring DPA implementation. About 64% of respondents indicated that their schools are monitoring DPA simply by scheduling 30 minutes of daily physical education. Assessment tools connected to physical education outcomes, such as achievement indicators and rubrics, may provide an additional mechanism to monitor DPA progress.

People's Attitudes Toward DPA

Approximately 70% of respondents felt supported by Alberta Education in their efforts to implement DPA (Table 14).

The majority of respondents agreed that:

- students are satisfied with the DPA opportunities provided to them
- DPA has a positive impact on student learning
- DPA has contributed to student wellness
- DPA is considered a positive initiative and a priority in their school
- DPA has made a positive impact on the school environment.

However, fewer than half of respondents agreed that:

- DPA has contributed to improved student healthy eating habits
- DPA has had a positive impact on staff wellness.

For a number of measures, significantly more principals than teachers were likely to express positive perceptions of DPA. The more positive principal responses may indicate a further need for communication between principals and teachers, and it may indicate a need to promote DPA success stories and the positive results of this survey.

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Recommendations

Based on the results of the DPA Survey, the following goals have been identified and actions recommended.

DPA Handbook

Goal: To increase the use of the *DPA Handbook* and support teachers and administrators in their efforts to improve DPA implementation.

Action: Distribute the *DPA Handbook* to all schools offering grades 1 to 9 in Alberta.

Rationale: The results of the survey indicated variable uptake of the *DPA Handbook*. Ensuring that every school offering grades 1 to 9 receives a copy of the resource may increase the usage and provide further support to teachers and administrators.

DPA Booklets or Tip Sheets

Goal: To provide updated and ongoing support to school authorities for successful DPA implementation strategies.

Action: Create a series of topic-specific booklets or tip sheets in French and English to complement the DPA Handbook that feature promising practices, equipment and facility usage information, scheduling, funding, mentoring tips, and other current research.

Rationale: The results of the survey indicate that practical tips and suggestions, like those found in the *DPA Handbook*, are effective supports to DPA implementation. These booklets or tips sheets can also help address the time allocation and scheduling challenges identified by the respondents, as well as the perception that daily physical activity has not contributed to improving student healthy eating habits or positively impacted staff wellness. They can also be used to help increase teachers' positive perceptions of DPA.

Provide an opportunity for schools to share successful DPA implementation strategies

Goal: Increase the awareness of promising practices and the effective use of DPA funding.

Action: Collect and post success stories and promising practices on Alberta Education's DPA Web page (including promising practices regarding the effective use of DPA funding).

Rationale: Real life examples can help to highlight the positive impact of DPA and also reinforce positive perceptions of the DPA Initiative. The Web site is a means of providing this information to the general public. As well, providing this information on the Web site will perhaps access school staff that does not use the *DPA Handbook* or other print resources.

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Mentorship Opportunities

Goal: Explore mentorship opportunities for teachers as a means for improving DPA delivery.

Action: Establish an effective mentorship model to provide support for school authorities and mentorship opportunities for teachers related to active living, healthy eating, and school connectedness/positive school behaviours.

Rationale: Based on the survey results, schools have been accessing DPA-related professional development workshops for staff. However, teachers' comfort level delivering DPA was identified as a challenge. A different professional development strategy to meet teachers' needs may be necessary to address this challenge. Previous mentorship models have been found to be highly effective in providing support for teachers.

Healthy Schools Analysis Tool

Goal: Provide support to school authorities for monitoring and measuring the extent to which DPA contributes to the development of healthy active lifestyles.

Action: Collaborate with partnering ministries, the Pan-Canadian Joint Consortium for School Health, and Ever Active Schools to develop an Alberta version of a Healthy Schools Analysis Tool. This can be adapted from models that have been tested and used in other provinces and countries. This would include a section related to DPA and the other Healthy Alberta School Communities strategic issues.

Rationale: Providing a Healthy Schools Analysis Tool would provide school authorities with a mechanism for monitoring DPA implementation. This will allow for school authorities to collect more complete and realistic information regarding DPA implementation.

On an ongoing basis, Alberta Education should continue to work with Alberta Health and Wellness to research and review the impact of health and wellness initiatives in Alberta school communities.

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Appendices

APPENDIX A: Responses to: "Please choose your school jurisdiction from the following list"

APPENDIX B: Activity Chart

APPENDIX C: Supplemental Tables

APPENDIX D: DPA Online Survey (English)

APPENDIX E: DPA Online Survey (French)

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Appendix A: Responses to: "Please choose your school jurisdiction from the following list"

Jurisdiction Type	Name	Frequency
Public	Calgary School District No. 19	99
	Edmonton School District No. 7	54
	Rocky View School Division No. 41	47
	Elk Island Public Schools Regional Division No. 14	34
	Black Gold Regional Division No. 18	25
	Lethbridge School District No. 51	18
	Red Deer Public School District No. 104	14
	Battle River Regional Division No. 31	13
	Wolf Creek School Division No. 72	13
	Medicine Hat School District No. 76	12
	Greater St. Albert Catholic Regional Division No. 29	11
	Northland School Division No. 61	11
	Peace Wapiti School Division No. 76	11
	Westwind School Division No. 74	11
	Canadian Rockies Regional Division No. 12	10
	Northern Gateway Regional Division No. 10	10
	Prairie Rose School Division No. 8	10
	High Prairie School Division No. 48	9
	Horizon School Division No. 67	9
	Northern Lights School Division No. 69	9
	Grande Yellowhead Regional Division No. 35	8
	Wild Rose School Division No. 66	8
	Buffalo Trail Public Schools Regional Division No. 28	7
	Golden Hills School Division No. 75	7
	Palliser Regional Division No. 26	7
	Chinook's Edge School Division No. 73	6
	Grande Prairie School District No. 2357	6
	Sturgeon School Division No. 24	6
	Wetaskiwin Regional Division No. 11	6
	Grasslands Regional Division No. 6	4
	Pembina Hills Regional Division No. 7	4
	Clearview School Division No. 71	3
	Livingstone Range School Division No. 68	3
	Peace River School Division No. 10	3
	Prairie Land Regional Division No. 25	3
	St. Paul Education Regional Division No. 1	3
	Fort Vermilion School Division No. 52	2
	Aspen View Regional Division No. 19	1

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Jurisdiction Type	Name	Frequency
	Foothills School Division No. 38	1
	Fort McMurray Public School District No. 2833	1
	Parkland School Division No. 70	1
	TOTAL PUBLIC	**520**
Separate	Calgary Roman Catholic Separate School District No. 1	52
	Edmonton Catholic Separate School District No. 7	22
	St. Albert Protestant Separate School District No. 6	8
	Christ the Redeemer Catholic Separate Regional Division No. 3	7
	Holy Spirit Roman Catholic Separate Regional Division No. 4	5
	Red Deer Catholic Regional Division No. 39	5
	Holy Family Catholic Regional Division No. 37	4
	Elk Island Catholic Separate Regional Division No. 41	2
	Lakeland Roman Catholic Separate School District No. 150	2
	Medicine Hat Catholic Separate Regional Division No. 20	2
	St. Thomas Aquinas Roman Catholic Separate Regional Division	2
	East Central Alberta Catholic Separate Schools...	1
	Grande Prairie Roman Catholic Separate School District No. 28	1
	Lloydminster Roman Catholic Separate School Division	1
	TOTAL SEPARATE	**114**
Francophone	Autorité Régionale Francophone du Centre-Nord No. 2	11
	Autorité Régionale Francophone du Centre-Est No. 3	2
	TOTAL FRANCOPHONE	**13**
Charter	Calgary Science School Society	4
	Foundations for the Future Charter Academy Charter Society	4
	Calgary Girls' School Society	1
	CAPE - Centre for Academic and Personal Excellence Institute	1
	Westmount Charter School Society	1
	TOTAL CHARTER	**11**
Private	Edmonton Islamic School Society	3
	The Society for Christian Education in Southern Alberta	3
	Calgary Waldorf School Society	2
	Calvin Christian School Society of the Netherlands...	2
	Blue Quills Native Education Council	1

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Jurisdiction Type	Name	Frequency
	Calgary Society for Christian Education	1
	Canadian Reformed School Society of Neerlandia	1
	Delta West Academy Society	1
	Edelweiss Preparatory School Society	1
	Filipino-Canadian Saranay Association	1
	Headway School Society of Alberta	1
	Hillcrest Christian School Society	1
	Montessori School of Calgary	1
	Northern Lights School	1
	Parkland Community Living and Supports Society	1
	Renfrew Educational Services Society	1
	River Valley School Society	1
	Russian Language and Culture Education Society of Alberta	1
	Slave Lake Koinonia Christian School Society	1
	The Medicine Hat Christian School Society	1
	Third Academy International Ltd.	1
	TOTAL PRIVATE	**27**
Other	List of Jurisdictions*	277
	Blank*	63
	TOTAL OTHER	**340**

*Due to an error in the input of response options, respondents were given the choice to choose a blank or the default of 'List of Jurisdictions'. Overall, 340 respondents did not provide their jurisdiction.

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Appendix B: Activity Chart

Image courtesy of *Handbook for Canada's Physical Activity Guide to Healthy Living* (http://www.phac-aspc.gc.ca/pau-uap/fitness/pdf/handbook_e.pdf)

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Appendix C: Supplemental Tables

Supplemental Table 1: Please indicate how well you feel supported in your efforts to implement DPA by each of the following groups. (percentage by teacher and principal)*

	Very well supported		Somewhat supported		Not supported		Don't know	
Group	Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher
Central office and school administration	53.6	38.4	41.5	42.4	3.2	11.2	1.6	8.0
Alberta Education	28.0	20.1	49.6	45.3	21.0	24.3	1.3	10.2
School board	39.9	22.3	49.1	44.4	5.1	18.8	5.9	14.4
ATA Specialist Council (specifically the Health and Physical Education Council)	32.9	29.1	43.9	32.7	7.3	11.5	15.9	26.7
Ever Active Schools	20.2	22.1	24.3	22.1	8.1	7.7	47.4	48.1
Schools Come Alive	20.8	23.2	24.3	24.3	8.4	7.1	46.6	45.3
Other organizations (such as community groups, local businesses, etc.)	10.5	9.9	37.5	26.9	22.6	22.7	29.4	40.6

n (principals)=371

n (teachers)=547

Shading indicates a statistically significant ($p<0.05$) difference between principals and teachers for each statement.

Differences were found using both chi-square and comparisons of column proportions.

*Results reflect only responses to the English DPA Survey. The 26 respondents from the French Survey have not been included in this analysis.

Supplemental Table 2: Has your school used the 2006 *Daily Physical Activity: A Handbook for Grades 1 to 9 Schools* (this replaced the draft version for 2005). (by teacher and principal)

	Yes		No	
Role	**Count**	**Percent**	**Count**	**Percentage**
Principal	338	89.2%	41	10.8%
Teacher	419	74.7%	142	25.3%

n=988

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Supplemental Table 3: Please indicate the frequency with which you use the following resources and supports in the implementation of DPA*.

Resource	Role	Often		Sometimes		Once		Not at all	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
Daily Physical Activity: A Handbook for Grades 1–9 Schools	Principal	98	26.6	217	58.8	23	6.2	31	8.4
	Teacher	64	11.9	235	43.5	60	11.1	181	33.5
DPA video – *Creating a Desire to Participate*	Principal	3	0.8	68	18.4	104	28.2	194	52.6
	Teacher	4	0.7	32	5.9	56	10.4	448	83.0
Physical education authorized resources	Principal	177	48.0	169	45.8	7	1.9	16	4.3
	Teacher	175	32.4	243	45.0	17	3.1	105	19.4
Professional development workshops provided by the Alberta Regional Professional Development Consortia and Schools Come Alive	Principal	34	9.2	202	54.7	50	13.6	83	22.5
	Teacher	65	12.0	190	35.2	69	12.8	216	40.0
Jurisdiction implementation support, including PD, central office expertise, etc.	Principal	46	12.5	204	55.3	47	12.7	72	19.5
	Teacher	40	7.4	199	36.9	69	12.8	232	43.0
Community-based resources	Principal	32	8.7	128	34.7	13	3.5	196	53.1
	Teacher	29	5.4	140	25.9	26	4.8	345	63.9

Shading indicates a statistically significant ($p<0.05$) difference between principals and teachers for each resource listed.

Differences were found using both chi-square and comparisons of column proportions.

*Results reflect only responses to the English DPA Survey. The 26 respondents from the French Survey have not been included in this analysis.

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Supplemental Table 4: Please indicate the effectiveness of these resources in supporting the implementation of DPA. (percentage by teacher and principal)*

	Very Effective		Somewhat Effective		Somewhat Ineffective		Very Ineffective		Neither Effective Nor Ineffective	
Resource	**Principal**	**Teacher**	**Principal**	**Teacher**	**Principal**	**Teacher**	**Principal**	**Teacher**	**Principal**	**Teacher**
Daily Physical Activity: A Handbook for Grades 1–9 Schools	**31.4**	17.9	**54.2**	41.5	2.2	**4.9**	1.4	1.3	10.8	**34.4**
DPA video – *Creating a Desire to Participate*	**5.1**	1.3	**36.0**	14.4	4.1	**4.7**	2.2	2.1	52.6	**77.6**
Physical education authorized resources	**38.5**	27.5	**53.1**	43.2	1.4	**5.4**	1.1	0.4	6.0	**23.6**
Professional development workshops provided by the Alberta Regional Professional Development Consortia and Schools Come Alive	14.6	11.4	**33.6**	26.2	6.2	4.9	3.3	2.4	42.3	**55.1**
Jurisdiction implementation support, including PD, central office expertise or mentoring programs	**19.2**	17.0	**47.4**	34.2	6.0	4.5	1.9	2.1	25.5	**42.2**
Community-based resources	**16.0**	8.8	**49.3**	34.0	7.6	7.3	3.8	3.0	23.3	**46.9**

n (principal)=369

n (teacher)=535

Shading indicates a statistically significant ($p<0.05$) difference between principals and teachers for each resource listed.

Differences were found using both chi-square and comparisons of column proportions.

*Results reflect only responses to the English DPA Survey. The 26 respondents from the French Survey have not been included in this analysis.

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Supplemental Table 5: How are physical education classes scheduled at your school? Is DPA formally scheduled in your school timetable?

How are PE classes Scheduled (Chart 1)	Yes		No	
	Frequency	Percentage	Frequency	Percentage
All students have daily physical education class, for more than 50 minutes	27	2.7%	8	0.8%
All students have daily physical education class, for 41 to 50 minutes/class	108	10.7%	12	1.2%
All students have daily physical education class, for 30 to 40 minutes/class	487	48.4%	45	4.5%
Other (periods/week for minutes/class)	139	13.8%	180	17.9%
Total	761	75.6%	245	24.4%

Is DPA Formally Scheduled in Your Timetable? (See Table 22)

Supplemental Table 6: Who is responsible for delivering DPA in your school?

Group	Principal		Teacher		Other	
	Count	%	Count	%	Count	%
Physical education teachers only	64	16.6%	93	16.2%	8	16.7%
Combination of physical education teachers and classroom teachers	202	52.5%	253	44.2%	24	50.0%
Classroom teachers only	78	20.3%	168	29.3%	10	20.8%
Homeroom teachers	25	6.5%	36	6.3%	4	8.3%
Other (Please indicate)	16	4.2%	23	4.0%	2	4.2%
Total	385		573		48	

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Supplemental Table 7: To what extent is your school experiencing the following challenges related to the implementation of DPA? (by principal and teacher)*

Challenge	A lot		Somewhat		Not at all		Not applicable	
	Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher
Time allocation and timetabling	41.7	48.6	33.3	32.3	22.5	14.7	2.4	4.3
The doubling up of classes to offer physical activity daily has raised concerns	26.3	34.4	29.0	24.6	22.2	22.3	22.5	18.7
There is staff/parental concern about taking time away from core subjects	18.7	23.4	24.7	25.5	49.1	41.4	7.6	9.6
Lack of facilities and/or space	34.1	46.9	32.0	35.2	28.5	13.8	5.4	4.2
Lack of equipment for DPA	13.8	28.2	37.7	41.2	44.4	25.9	4.1	4.7
Teachers level of comfort and expertise in delivering DPA	13.8	24.0	44.4	47.3	35.5	23.8	6.2	4.9
Difficult to convince students, parents, and staff that DPA is important	5.4	11.5	25.5	29.7	62.6	51.6	6.5	7.2

n (principal)=369

n (teacher)=529

Shading indicates a statistically significant ($p<0.05$) difference between principals and teachers for each resource listed.

Differences were found using comparisons of column proportions.

*Results reflect only responses to the English DPA Survey. The 26 respondents from the French Survey have not been included in this analysis.

Supplemental Table 8: Comparison of how schools monitor the ongoing implementation of DPA vs. if school authorities are monitoring to ensure 30 minutes of DPA for all students. (principals only)

		Is your school authority monitoring to ensure ALL students are physically active for a minimum of 30 minutes daily?	
		Yes	No
		Count	Count
How does your school monitor the ongoing implementation of DPA?	Anecdotal reports are collected from teachers throughout the year	41	13
	Students log their DPA minutes with teacher sign-off, and the log books are checked on a regular basis	10	7
	Teachers and staff use checklists to see that all students are participating daily	22	21
	Daily physical education classes ensure that students are participating in the minimum 30 minutes daily	172	99
	My school does not monitor the ongoing implementation of DPA	23	36
	Other	35	14
	Total	303	190

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Supplemental Table 9: Please indicate the degree with which you agree or disagree with the following statements by teacher and principal*.

Response	Strongly Agree		Somewhat Agree		Somewhat Disagree		Strongly Disagree		Neither Agree Nor Disagree	
	Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher	Principal	Teacher
Students are satisfied with the DPA opportunities that are provided to them	42.5	36.9	47.7	44.5	4.9	9.5	1.6	3.8	3.3	5.3
DPA has contributed to increased student learning	19.5	20.5	47.2	41.5	7.3	9.1	1.4	7.2	24.7	21.8
DPA has contributed to improved student wellness	28.7	27.7	51.2	43.6	4.3	8.1	1.1	7.0	14.6	13.6
DPA has contributed to improved student healthy eating habits	8.7	10.8	38.5	31.8	18.7	20.3	5.1	15.0	29.0	22.2
DPA is considered a positive initiative and is considered a priority in my school	37.9	31.6	45.0	38.3	5.7	13.1	4.3	8.5	7.0	8.5
DPA has had a positive impact on staff wellness	10.0	11.6	40.1	32.2	11.4	19.1	5.1	13.6	33.3	23.5
DPA has made a positive impact on the school environment	25.2	22.9	43.9	35.8	6.0	11.7	3.5	9.7	21.4	19.9

n(principal)=369

n(teacher)=528

Shading indicates a statistically significant ($p<0.05$) difference between principals and teachers for each resource listed.

Differences were found using both chi-square and comparisons of column proportions.

*Results reflect only responses to the English DPA Survey. The 26 respondents from the French Survey have not been included in this analysis.

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Supplemental Table 10: Overall Level of Agreement by principal and by teacher* to a series of statements regarding DPA policy and principles.

	Strongly Agree		Somewhat Agree		Somewhat disagree		Strongly Disagree		Neither Agree Nor Disagree	
Statement	Principals	Teachers	Principals	Teachers	Principals	Teachers	Principals	Teachers	Principals	Teachers
Students understand the importance of DPA	40.1%	32.3%	56.1%	55.5%	2.1%	7.9%	0.5%	3.1%	1.1%	1.3%
DPA in school encourages students to be more active outside school	33.2%	31.4%	51.1%	42.5%	9.4%	13.9%	2.9%	7.0%	3.5%	5.2%
Students are eager to participate in DPA	51.6%	49.2%	39.0%	35.9%	5.6%	7.7%	2.1%	4.1%	1.6%	3.1%
Students appear to be more focused on class work after participating in DPA	24.9%	24.0%	49.5%	42.9%	9.4%	12.1%	1.1%	6.8%	15.2%	14.2%
DPA has had a positive impact on student learning	34.0%	30.5%	40.1%	39.1%	6.1%	9.5%	1.3%	5.4%	18.4%	15.5%
Teachers are generally supportive of the DPA Initiative	41.2%	27.7%	44.1%	42.5%	8.6%	14.4%	4.0%	8.8%	2.1%	6.5%
Teachers are generally supportive of the method of DPA implementation at your school	49.2%	31.2%	43.6%	38.7%	3.7%	13.9%	2.1%	9.4%	1.3%	6.8%
Parents are generally supportive of the DPA Initiative*	48.9%	32.9%	37.7%	38.4%	4.3%	5.1%	1.9%	2.3%	7.2%	21.3%
Parents are generally supportive of the method of DPA implementation at your school	49.5%	28.1%	39.8%	40.0%	2.7%	4.5%	1.1%	2.5%	7.0%	24.9%

n (principal)=374, n (teacher)=555, except * where n(teacher)=554

Shading indicates a statistically significant ($p<0.05$) difference between principals and teachers for each statement.

Differences were found using both chi-square and comparisons of column proportions.

*Results reflect only responses to the English DPA Survey. The 26 respondents from the French Survey have not been included in this analysis.

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Appendix D: DPA Online Survey (English)

(Note: The original survey included in this report has been edited for grammar and formatting.)

Page 1

DAILY PHYSICAL ACTIVITY SURVEY
SONDAGE SUR L'ACTIVITÉ PHYSIQUE QUOTIDIENNE

The goal of the Daily Physical Activity (DPA) Initiative is to increase students' physical activity levels. The following survey consists of approximately 30 questions and has been designed to gather teacher and principal perceptions regarding DPA in their schools. Results will be used to inform future decisions regarding DPA.

Participation is voluntary, and individual results will remain confidential.

The survey should take approximately 15 minutes to complete.

This survey is available in both English and French. Please choose a language.
{Choose one}
( ) English/anglais
( ) French/français

The progress bar at the bottom of the page indicates what portion of the survey remains to be completed.

Click the 'NEXT' button at the bottom of the page to continue.

Page 2

What is your primary role in your school?
{Choose one}
( ) Principal
( ) Teacher
( ) Other (please specify) [ ]

Please choose your school jurisdiction from the following list:
{Choose one}
( ) Blank
(*) List of Jurisdictions
( ) 1200116 Alberta Ltd.
( ) 40-Mile Christian Education Society
( ) Academic Express Inc.
( ) Access International College (Calgary) Incorporated
( ) Airdrie Koinonia Christian School Society
( ) Alberta Centre for Chinese Studies
( ) Alberta Charitable Society of St. Pius X
( ) Alberta Chung Wah School Society

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( ) Alberta Conference of 7th Day Adventist Church
( ) Almadina School Society
( ) Aspen View Regional Division No. 19
( ) Association for Christian Schooling in Calgary South
( ) Aurora Schools Ltd.
( ) Autorité Régionale Francophone Publique du Sud No. 4
( ) Autorité Régionale Francophone Catholique du Sud No. 4
( ) Autorité Régionale Francophone du Centre-Est No. 3
( ) Autorité Régionale Francophone du Centre-Nord No. 2
( ) Autorité Régionale Francophone du Nord-Ouest No. 1
( ) Banbury Crossroads School
( ) Battle River Regional Division No. 31
( ) Bearspaw Christian School Society
( ) Bethel Christian Academy Society
( ) Black Gold Regional Division No. 18
( ) Blue Quills Native Education Council
( ) Bosco Homes A Society For Children And Families
( ) Bow Island Congregation, Church of God in Christ, Mennonite
( ) Boyle Street Education Centre
( ) Buffalo Head Mennonite School Society
( ) Buffalo Trail Public Schools Regional Division No. 28
( ) Calgary Arts Academy Society
( ) Calgary Chinese Alliance School Society
( ) Calgary Chinese Cultural Centre
( ) Calgary French & International School Society
( ) Calgary Girls' School Society
( ) Calgary Quest Children's Society
( ) Calgary Roman Catholic Separate School District No. 1
( ) Calgary School District No. 19
( ) Calgary Science School Society
( ) Calgary Society for Christian Education
( ) Calgary Waldorf School Society
( ) Calvin Christian School Society of the Netherlands Reformed Congregations
( ) Canadian Reformed School Society of Edmonton
( ) Canadian Reformed School Society of Neerlandia
( ) Canadian Rockies Regional Division No. 12
( ) Canadian University College
( ) CAPE – Centre for Academic and Personal Excellence Institute
( ) Catholic Hungarian Association (Edmonton)
( ) Central Alberta Christian High School Society
( ) Centro Linguistico E Culturale Italiano Calgary
( ) Chinook's Edge School Division No. 73
( ) Christ the Redeemer Catholic Separate Regional Division No. 3
( ) Church of God in Christ Mennonite
( ) Church of God in Christ Mennonite Rosedale Congregation
( ) Clear Water Academy Foundation
( ) Cleardale Mennonite School Society

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( ) Clearview School Division No. 71
( ) Coaldale Canadian Reformed School Society
( ) Columbia College Corp.
( ) Community Connections School (CCS)
( ) Concordia University College of Alberta
( ) Congregation House of Jacob – Mikveh Israel
( ) Cornerstone Christian School Society
( ) Countryside Christian School
( ) Delta West Academy Society
( ) Destiny Christian School Society
( ) Devon Christian School Society
( ) Duchess Bethel Mennonite S
( ) East Central Alberta Catholic Separate Schools Regional Division No. 16
( ) Eastside City Church
( ) Echo Valley Church of God in Christ Mennonite
( ) Edelweiss Preparatory School Society
( ) Edison School Society
( ) Edmonton Academy Society for Learning Disabled
( ) Edmonton Bible Heritage Christian School & College Society
( ) Edmonton Catholic Separate School District No. 7
( ) Edmonton Hispanic Bilingual Association
( ) Edmonton Islamic School Society
( ) Edmonton John Howard Society
( ) Edmonton Khalsa School Educational Association
( ) Edmonton School District No. 7
( ) Educere Learning Society
( ) Elk Island Catholic Separate Regional Division No. 41
( ) Elk Island Public Schools Regional Division No. 14
( ) Elves Special Needs Society
( ) Equilibrium International Education Foundation
( ) Evangelical Free Church of Champion, Alberta
( ) Evergreen Catholic Separate Regional Division No. 2
( ) Filipano-Canadian Saranay Association
( ) Filipino-Canadian Saranay Association
( ) Foothills Academy Society
( ) Foothills School Division No. 38
( ) Fort McMurray Public School District No. 2833
( ) Fort McMurray Roman Catholic Separate School District No. 32
( ) Fort Vermilion School Division No. 52
( ) Foundations for the Future Charter Academy
( ) Froebel Kindergarten Society of Alberta
( ) GCA Educational Society
( ) Gabriela Mistral Latin American School Society
( ) German Language School Society of Edmonton
( ) Gil Vicente Edmonton Portuguese School Society
( ) Golden Hills School Division No. 75
( ) Grande Prairie Roman Catholic Separate School District No. 28

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( ) Grande Prairie School District No. 2357
( ) Grande Prairie and District Society for Christian Education
( ) Grande Yellowhead Regional Division No. 35
( ) Grasslands Regional Division No. 6
( ) Greater St. Albert Catholic Regional Division No. 29
( ) Greek Orthodox Community of Edmonton and District Society
( ) Green Learning Academy
( ) H. Sienkiewicz Polish School Parent Association
( ) Headway School Society of Alberta
( ) Hellenic Society of Calgary and District
( ) Hellenic-Canadian Community of Edmonton and Region
( ) Heritage Christian Academy Foundation
( ) High Level Christian Education Society
( ) High Prairie School Division No. 48
( ) Hillcrest Christian School Society
( ) Holy Family Catholic Regional Division No. 37
( ) Holy Spirit Roman Catholic Separate Regional Division No. 4
( ) Horizon School Committee
( ) Horizon School Division No. 67
( ) Independent Baptist Christian Education Society
( ) Inner City Youth Development Association
( ) International School of Excellence (ISE)
( ) Janus Academy Society
( ) Kneehill Christian School
( ) Koinonia Christian Education Society
( ) Koinonia Christian School – Red Deer Society
( ) Lakeland Christian School Society
( ) Lakeland Church of God in Christ (Mennonite) of Dewberry
( ) Lakeland Roman Catholic Separate School District No. 150
( ) Lakeview Christian School
( ) Language School of the German Canadian Club, Calgary
( ) Lesser Slave Lake North Country Community Association
( ) Lethbridge School District No. 51
( ) Lighthouse Christian School Society
( ) Living Springs Mennonite Church of Hythe
( ) Living Waters Catholic Regional Division No. 42
( ) Living Waters Christian Academy
( ) Livingstone Range School Division No. 68
( ) Lloydminster Public School Division
( ) Lloydminster Roman Catholic Separate School Division
( ) Lycee Louis Pasteur Society
( ) Maskwachees Cultural College
( ) Master's Academy Educational Society
( ) Medicine Hat Catholic Separate Regional Division No. 20
( ) Medicine Hat School District No. 76
( ) Mennonite Educational Society of Calgary
( ) Moberly Hall School Society

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( ) Montessori School of Calgary
( ) Morinville Christian Fellowship
( ) Mother Earth's Children's Charter School Society
( ) Mountain View Academy Society
( ) Muslim Community Foundation of Calgary
( ) New Horizons Charter School Society
( ) Newell Christian School Society
( ) Northern Gateway Regional Division No. 10
( ) Northern Lights School
( ) Northern Lights School Division No. 69
( ) Northland School Division No. 61
( ) Norwood Chinese Education Association
( ) Olds Mountain View Christian School Association
( ) Palliser Regional Division No. 26
( ) Parkland Community Living and Supports Society
( ) Parkland School Division No. 70
( ) Peace Mennonite School
( ) Peace River School Division No. 10
( ) Peace Wapiti School Division No. 76
( ) Pembina Hills Regional Division No. 7
( ) Phoenix Home Education Foundation
( ) Ponoka Christian School Society
( ) Prairie Land Regional Division No. 25
( ) Prairie Rose School Division No. 8
( ) Progressive Academy Education Society
( ) Providence Christian School Society
( ) Red Crow Community College
( ) Red Deer Catholic Regional Division No. 39
( ) Red Deer Public School District No. 104
( ) Renfrew Educational Services Society
( ) River Valley School Society
( ) Rocky View Mennonite Church
( ) Rocky View School Division No. 41
( ) Rundle College Society
( ) Russian Language and Culture Education Society of Alberta
( ) Russian Language and Literature Education Inc.
( ) Russian School Society
( ) Saddle Lake Indian Full Gospel School Mission
( ) Sino-Canada Culture Association
( ) Slave Lake Koinonia Christian School Society
( ) Solomon College
( ) St. Albert Protestant Separate School District No. 6
( ) St. John's Institute
( ) St. Matthew Evangelical Lutheran Church of Stony Plain, Alberta
( ) St. Paul Education Regional Division No. 1
( ) St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38
( ) Stirling Mennonite Church Day School

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( ) Strathcona-Tweedsmuir School
( ) Sturgeon School Division No. 24
( ) Sunchild E-Learning Community Inc.
( ) Suzuki Charter School Society
( ) Swedish Society of Calgary
( ) Tempo School
( ) The Calgary Chinese Public School Society
( ) The Calgary Jewish Academy
( ) The Calgary Society for Effective Education of Learning Disabled
( ) The Canadian Reformed School Society of Calgary
( ) The Canmore Society for Community Education
( ) The Chinese Academy Foundation
( ) The Chinese Cultural Promotion Society
( ) The Company of the Cross (Alberta)
( ) The Cornerstone Christian Academy of Camrose
( ) The Dante Alighieri Society
( ) The Edge School for Athletes Society
( ) The Edmonton Korean Language School Society
( ) The Edmonton Lutheran School Society
( ) The First Step Adult Education Center
( ) The Heart Valley Church of God in Christ Mennonite
( ) The Lacombe Christian School Society
( ) The Medicine Hat Christian School Society
( ) The Old Sun Society
( ) The Renert School
( ) The Rimbey Christian School Society
( ) The Rocky Christian School Society
( ) The Society for Christian Education in Southern Alberta
( ) The Society of Ukrainian Studies of Alberta
( ) The Timothy Centre for Scholarship Ltd.
( ) Third Academy International Ltd.
( ) Trinity Christian School Association
( ) Truth Church of Calgary
( ) Tween Valley Fellowship/Tween Valley Christian School
( ) Universal Educational Institute of Canada
( ) Victory Christian School Society
( ) Webber Academy Foundation
( ) West Island College Society of Alberta
( ) Western Plains Mennonite Church
( ) Westmount Charter School Society
( ) Westwind School Division No. 74
( ) Wetaskiwin Regional Division No. 11
( ) Wild Rose School Division No. 66
( ) Wilson Prairie Mennonite School Society
( ) Wolf Creek School Division No. 72
( ) Yellowhead Koinonia Christian School Society
( ) Yufeng Chinese School

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Page 3

Please indicate which grades are offered at your school by checking the appropriate boxes.
{Choose all that apply}

( ) Kindergarten
( ) Grade 1
( ) Grade 2
( ) Grade 3
( ) Grade 4
( ) Grade 5
( ) Grade 6
( ) Grade 7
( ) Grade 8
( ) Grade 9
( ) Grade 10
( ) Grade 11
( ) Grade 12

What is the size of your school?
{Choose one}

( ) fewer than 50 students
( ) 51–250 students
( ) 251–500 students
( ) 501–750 students
( ) 751–1000 students
( ) greater than 1001 students

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To your best estimate, what is the size of the community in which your school is located? If you are unsure of the population of your community, use the following link to find your community.
{Choose one}

( ) Fewer than 300 residents
( ) 301–1000 residents
( ) 1001–10 000 residents
( ) 10 001–20 000 residents
( ) 20 001 to 50 000 residents
( ) 50 001 to 100 000 residents
( ) More than 100 000 residents

For a list of communities and their sizes, click here.

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Please indicate which facilities in your community are accessible to and used by your school for Physical Education (PE) or Daily Physical Activity (DPA). Check all that apply.
{Choose all that apply}

( ) Ball diamond
( ) Curling rink
( ) Fitness centre
( ) Golf course/driving range
( ) Gymnasium
( ) Indoor ice arena
( ) Outdoor basketball court
( ) Outdoor ice rink
( ) Outdoor volleyball courts
( ) Park or natural area
( ) Playgrounds
( ) Playing field
( ) Running track
( ) Rock climbing wall
( ) Squash/racquetball courts
( ) Swimming pool
( ) Tennis court
( ) Other [Please list]

Please indicate which facilities in your school are accessible and used by your school for Physical Education (PE) or Daily Physical Activity (DPA). Check all that apply.
{Choose all that apply}

( ) Alternative space; e.g., empty classroom
( ) Ball diamond
( ) Canadian Climber (see web link to the right)
( ) Fitness centre
( ) Gymnasium (single station)
( ) Gymnasium (double station)
( ) Gymnasium (second gym)
( ) Outdoor basketball court
( ) Outdoor ice rink
( ) Outdoor volleyball courts
( ) Playing field
( ) Playgrounds
( ) Running track
( ) Rock climbing wall
( ) Tennis court
( ) Other [Please list]

Unsure of what a 'Canadian Climber' is? Click here for a picture.

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Since the DPA implementation in 2005, has your school increased the resources (other than the DPA funding) allocated to physical activity opportunities?
{Choose one}
( ) Yes
( ) No

Has your school: (check all that apply)
{Choose all that apply}
( ) Designated staffing to DPA; e.g., lead teacher
( ) Modified or improved your activity space
( ) Purchased equipment for classroom activities
( ) Purchased equipment for the gymnasium
( ) Purchased equipment for use at recess
( ) Purchased teacher professional development resources
( ) Supported staff to attend DPA-related professional development
( ) Other (Please specify) [ ]

Page 7

Please indicate if your school had daily physical education (PE) classes prior to September 2005.
{Choose one}
( ) Yes
( ) No

How are physical education (PE) classes scheduled at your school? (Please check one)
{Choose one}
( ) All students have daily PE class, for more than 50 minutes
( ) All students have daily PE class, for 41–50 minutes/class
( ) All students have daily PE class, for 30–40 minutes/class
( ) Other (periods/week for minutes/class) [Please specify]

For what length of time do students participate in physical education (PE) class at your school?
{Choose one}
( ) Throughout the school year (10 months)
( ) For one semester (5 months)
( ) For 1 quarter (2.5 months)
( ) For one trimester (3.3 months)
( ) Other [Please specify]

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Which of the programming strategies below indicates how DPA is offered at your school? Please check all that apply.
{Choose all that apply}

( ) Students have daily physical education class for a minimum of 30 minutes/class.
( ) On days where students do not have scheduled physical education class, one segment of time equal to at least 30 minutes has been set aside for DPA.
( ) On days where students do not have scheduled physical education class, two or more segments of time totalling 30 minutes are set aside for DPA.
( ) A number of minutes are taken from each class period to create a school-wide DPA time for one 30-minute segment of time.
( ) A number of minutes are taken from each class period to create a school-wide DPA time for two or more segments of time totalling 30 minutes.
( ) Classes are rotated through the use of outdoors, classrooms, and open spaces indoors as well as the gym in order to share facilities.
( ) An activity option is provided along with other options on days when PE is not offered.
( ) DPA is incorporated throughout the day and integrated into other subject areas.
( ) Before school, after school, and/or lunch activities are organized by school and tracked through student log books.
( ) DPA is NOT implemented at my school.
( ) Other [ ]

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Is DPA formally scheduled in your school timetable?
{Choose one}

( ) Yes
( ) No

Who is responsible for delivering DPA in your school? (Choose one)
{Choose one}

( ) PE teachers only
( ) Combination of PE teachers and classroom teachers
( ) Classroom teachers only
( ) Homeroom teachers
( ) Other (Please indicate) [ ]

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The DPA Policy statement from the *Guide to Education: ECS to Grade 12*, indicates "School authorities shall ensure that all students in grades 1 to 9 are physically active for a minimum of 30 minutes through activities that are organized by the school." By your best estimate, what percentage of the student population enrolled in grades 1 to 9 in your school are physically active for a minimum of 30 minutes per day? (Choose one)

{Choose one}

( ) 0 to 25%
( ) 26% to 50%
( ) 51% to 75%
( ) 76% to 99%
( ) 100%

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How does your school implement the guiding principles as stated in the DPA Policy in the *Guide to Education: ECS to Grade 12*? (Check all that apply)

{Choose all that apply}

( ) Maximize facility usage within the school
( ) Maximize facility usage within the community
( ) Maximize outdoor opportunity in the community
( ) Maximize outdoor opportunity on the school grounds
( ) Supports the development of lifelong learning habits for daily physical activity and healthy lifestyles
( ) Incorporate student choice into activity choices
( ) Provide a variety of activities from the Physical Education Program of Studies; e.g., from all five dimensions
( ) Take into account each student's ability
( ) Other [ ]

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Please indicate the extent to which you agree with the following statements:

Students understand the importance of DPA

{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree nor disagree

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DPA in school encourages students to be more active outside school
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree nor disagree

Students are eager to participate in daily physical activities
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree nor disagree

Students appear to be more focused on class work after participating in DPA
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree nor disagree

DPA has had a positive impact on student learning
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree nor disagree

Teachers are generally supportive of the DPA Initiative
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree nor disagree

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Teachers are generally supportive of the method of DPA implementation at your school
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree nor disagree

Parents are generally supportive of the DPA Initiative
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree nor disagree

Parents are generally supportive of the method of DPA implementation at your school
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree nor disagree

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Image used with permission from Health Canada. Click here to link to the *Handbook for Canada's Physical Activity Guide to Healthy Living*

Using the table above, what is the estimated level of activity expended by students during:

DPA activities
{Choose one}

( ) Very Light
( ) Light
( ) Moderate
( ) Vigorous
( ) Maximum
( ) Our school does not do this activity

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Physical education class
{Choose one}
( ) Very Light
( ) Light
( ) Moderate
( ) Vigorous
( ) Maximum
( ) Our school does not do this activity

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Which activities are the most effective in encouraging student participation? (Check all that apply)
{Choose all that apply}
( ) aquatics (swimming, water games)
( ) canoeing
( ) rowing
( ) kayaking
( ) sailing
( ) hiking
( ) orienteering
( ) camping
( ) skating
( ) walking
( ) cycling/in-line skating
( ) rhythmic/creative dance (e.g., singing/clapping games, aerobic, interpretive, stomp, tinikling)
( ) multicultural dance (e.g., folk, square)
( ) contemporary/social dance (e.g., line, jive, swing)
( ) jazz dance (e.g., traditional, hip-hop, funk)
( ) ballroom/social dance (e.g., waltz, fox trot, tango, two-step, Latin, polka)
( ) aboriginal dance (e.g., Métis, reel, First Nations round dance)
( ) goal-oriented games (e.g., softball, soccer, scoopball, basketball, football, floor hockey, handball, rugby, ringette, team handball, field lacrosse)
( ) innovative games (e.g., creative/novel, cooperative, challenge, parachute, hoop, beanbag, tag, multicultural, scooter activities)
( ) net and wall games (e.g., volleyball, badminton, pickleball, tennis, table tennis, netball,)
( ) target games (e.g., archery, bowling, curling, golf, croquet, horseshoes, bocce)
( ) rhythmic gymnastics (e.g., hoop, ball, ribbon, lummi sticks)
( ) artistic gymnastics (e.g., floor, bars, vault, pommel horse, rings, balance beam)
( ) acrobatic gymnastics (e.g., tumbling, balances/pyramids)
( ) educational gymnastics (e.g., balances, travels, shapes)
( ) track and field
( ) wrestling/combatives
( ) self-defense/martial arts
( ) yoga/tai chi

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( ) fitness circuits/stations
( ) jogging/running activities
( ) skipping
( ) use of exercise equipment (e.g., fitness balls, rubber tubing,)
( ) weight training
( ) plyometrics
( ) triathlon-type activities
( ) playground activities
( ) rock/wall climbing

Please indicate how well you feel supported in your efforts to implement DPA by each of the following groups:
Group

Central office and school administration
{Choose one}
( ) Very well supported
( ) Somewhat supported
( ) Not supported
( ) Don't know

Alberta Education
{Choose one}
( ) Very well supported
( ) Somewhat supported
( ) Not supported
( ) Don't know

School board
{Choose one}
( ) Very well supported
( ) Somewhat supported
( ) Not supported
( ) Don't know

ATA Specialist Council (specifically the Health and Physical Education Council)
{Choose one}
( ) Very well supported
( ) Somewhat supported
( ) Not supported
( ) Don't know

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Ever Active Schools
{Choose one}
( ) Very well supported
( ) Somewhat supported
( ) Not supported
( ) Don't know

Schools Come Alive
{Choose one}
( ) Very well supported
( ) Somewhat supported
( ) Not supported
( ) Don't know

Other organizations (such as community groups, local businesses, etc.)
{Choose one}
( ) Very well supported
( ) Somewhat supported
( ) Not supported
( ) Don't know

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Has your school used the 2006 *Daily Physical Activity: A Handbook for Grades 1–9 Schools* (this replaced the draft version for 2005)?
{Choose one}
( ) Yes
( ) No

If 'No,' did you:
{Choose one}
( ) Use draft only
( ) Didn't use anything

Link to:
Daily Physical Activity: A Handbook for Grades 1–9 Schools

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Please indicate the frequency with which you use the following resources and supports in the implementation of DPA:

Resource

Daily Physical Activity: A Handbook for Grades 1–9 Schools
{Choose one}
( ) Often
( ) Sometimes
( ) Once
( ) Not at all

DPA video, *Creating a Desire to Participate*
{Choose one}
( ) Often
( ) Sometimes
( ) Once
( ) Not at all

Physical education authorized resources
{Choose one}
( ) Often
( ) Sometimes
( ) Once
( ) Not at all

Professional development workshops provided by the Alberta Regional Professional Development Consortia and Schools Come Alive
{Choose one}
( ) Often
( ) Sometimes
( ) Once
( ) Not at all

Jurisdiction implementation support, including PD, central office expertise, etc.
{Choose one}
( ) Often
( ) Sometimes
( ) Once
( ) Not at all

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Community-based resources
{Choose one}
( ) Often
( ) Sometimes
( ) Once
( ) Not at all

Please list the community-based resources you've used in the implementation of DPA:
{Enter answer in paragraph form}
[ ]

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Please indicate the effectiveness of these resources in supporting the implementation of DPA

Resource

Daily Physical Activity: A Handbook for Grades 1–9 Schools
{Choose one}
( ) Very effective
( ) Somewhat effective
( ) Somewhat ineffective
( ) Very ineffective
( ) Neither effective nor ineffective

DPA video, *Creating a Desire to Participate*
{Choose one}
( ) Very effective
( ) Somewhat effective
( ) Somewhat ineffective
( ) Very ineffective
( ) Neither effective nor ineffective

Physical education authorized resources
{Choose one}
( ) Very effective
( ) Somewhat effective
( ) Somewhat ineffective
( ) Very ineffective
( ) Neither effective nor ineffective

Community-based resources
{Choose one}
( ) Very effective
( ) Somewhat effective
( ) Somewhat ineffective
( ) Very ineffective
( ) Neither effective nor ineffective

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Professional development workshops provided by the Alberta Regional Professional Development Consortia and Schools Come Alive
{Choose one}
( ) Very effective
( ) Somewhat effective
( ) Somewhat ineffective
( ) Very ineffective
( ) Neither effective nor ineffective

Jurisdiction implementation support, including PD, central office expertise or mentoring programs
{Choose one}
( ) Very effective
( ) Somewhat effective
( ) Somewhat ineffective
( ) Very ineffective
( ) Neither effective nor ineffective

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Is your school accessing the DPA funding that was provided by Alberta Education?
{Choose one}
( ) Yes
( ) No

How are you using the funding?
{Enter text answer}
[ ]

To what extent is your school experiencing the following challenges related to the implementation of DPA:

Time allocation and timetabling
{Choose one}
( ) A lot
( ) Somewhat
( ) Not at all
( ) Not applicable

The doubling up of classes to offer physical activity daily has raised concerns
{Choose one}
( ) A lot
( ) Somewhat
( ) Not at all
( ) Not applicable

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There is staff/parental concern about taking time away from core subjects
{Choose one}
( ) A lot
( ) Somewhat
( ) Not at all
( ) Not applicable

Lack of facilities and/or space
{Choose one}
( ) A lot
( ) Somewhat
( ) Not at all
( ) Not applicable

Lack of equipment for DPA
{Choose one}
( ) A lot
( ) Somewhat
( ) Not at all
( ) Not applicable

Teachers level of comfort and expertise in delivering DPA
{Choose one}
( ) A lot
( ) Somewhat
( ) Not at all
( ) Not applicable

Difficult to convince students, parents, and staff that DPA is important
{Choose one}
( ) A lot
( ) Somewhat
( ) Not at all
( ) Not applicable

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Please indicate the degree to which you agree or disagree with the following statements.

Students are satisfied with the DPA opportunities that are provided to them
{Choose one}
( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree or disagree

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DPA has contributed to increased student learning
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree or disagree

DPA has contributed to improved student wellness
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree or disagree

DPA has contributed to improved student healthy eating habits
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree or disagree

DPA is considered a positive initiative and is considered a priority in my school
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree or disagree

DPA has a positive impact on staff wellness
{Choose one}

( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree or disagree

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DPA has made a positive impact on the school environment
{Choose one}
( ) Strongly agree
( ) Somewhat agree
( ) Somewhat disagree
( ) Strongly disagree
( ) Neither agree or disagree

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Is your school authority monitoring to ensure ALL students are physically active for a minimum of 30 minutes daily?
{Choose one}
( ) Yes
( ) No

Please check all that apply.
{Choose all that apply}
( ) Principals submit a DPA Plan in September for their school.
( ) Principals submit a school year summary in June, outlining DPA successes and challenges.
( ) Summaries, DPA roll-ups or statistics per school are shared with a District DPA team in order to address and resolve ongoing issues.
( ) Principals submit DPA information to school authorities as part of the Annual Education Results Report.
( ) Other (Please specify) [ ]

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How does your school monitor the ongoing implementation of DPA? (Select all that apply)
{Choose all that apply}
( ) Anecdotal reports are collected from teachers throughout the year.
( ) Students log their DPA minutes with teacher sign-off and the log books are checked on a regular basis.
( ) Teachers and staff use checklists to see that all students are participating daily.
( ) DPA classes ensure that students are participating in the minimum 30 minutes daily.
( ) My school does not monitor the ongoing implementation of DPA.
( ) Other (Please Specify) [ ]

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Would you be interested in participating in a focus group related to DPA? Contact information will remain confidential, and will not be linked to your survey responses.
{Choose one}
( ) Yes
( ) No

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Click here to be taken to the contact information website

To ensure that your responses to the DPA survey remain confidential, please click on the link below to be directed to a different Web site, where you will be asked to enter your contact information.

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Do you have any additional comments about DPA? If yes, please use the box below.
{Enter answer in paragraph form}
[ ]

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Thank you for taking time to complete this survey.

Please click the 'Finish' button below to submit your information.

If you choose to print a summary of your responses on the following page, please be advised that the print job will be several pages long.

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Appendix E: DPA Online Survey (French)

Sondage en français – APQ
DAILY PHYSICAL ACTIVITY SURVEY
SONDAGE SUR L'ACTIVITÉ PHYSIQUE QUOTIDIENNE

Ce sondage est offert en anglais et en français. Veuillez sélectionner la langue de votre choix.
{Choose one}
( ) English/anglais
( ) French/français

Cliquez ici pour continuer.

Page 1

SONDAGE SUR L'ACTIVITÉ PHYSIQUE QUOTIDIENNE

L'objectif de l'initiative de l'Activité physique quotidienne (APQ) est d'accroître l'activité physique des élèves. Le sondage suivant, qui comprend une trentaine de questions, a été conçu pour recueillir les commentaires des enseignants et des directeurs au sujet de la mise en œuvre de l'APQ dans leurs écoles. Les réponses seront utilisées pour prendre des décisions futures au sujet de l'APQ.

La participation au sondage est volontaire et les réponses individuelles demeureront confidentielles.

Il vous faudra une quinzaine de minutes pour y répondre.

La barre d'avancement au bas de la page indique la portion du sondage qu'il vous reste à remplir.

Cliquez sur le bouton « Suivant » au bas de la page pour passer à la question suivante.

Page 2

Veuillez choisir votre autorité scolaire dans la liste suivante :
{Cochez une seule réponse}
( ) Blank
(*) Autorité scolaire
( ) 1200116 Alberta Ltd.
( ) 40-Mile Christian Education Society
( ) Academic Express Inc.
( ) Access International College (Calgary) Incorporated
( ) Airdrie Koinonia Christian School Society
( ) Alberta Centre for Chinese Studies
( ) Alberta Charitable Society of St. Pius X
( ) Alberta Chung Wah School Society

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( ) Alberta Conference of 7th Day Adventist Church
( ) Almadina School Society
( ) Aspen View Regional Division No. 19
( ) Association for Christian Schooling in Calgary South
( ) Aurora School Ltd.
( ) Autorité Régionale Francophone Publique du Sud No 4
( ) Autorité Régionale Francophone Catholique du Sud No 4
( ) Autorité Régionale Francophone du Centre-Est No 3
( ) Autorité Régionale Francophone du Centre-Nord No 2
( ) Autorité Régionale Francophone du Nord-Ouest No 1
( ) Banbury Crossroads School
( ) Battle River Regional Division No. 31
( ) Bearspaw Christian School Society
( ) Bethel Christian Academy Society
( ) Black Gold Regional Division No. 18
( ) Blue Quills Native Education Council
( ) Bosco Homes A Society For Children And Families
( ) Bow Island Congregation, Church of God in Christ, Mennonite
( ) Boyle Street Education Centre
( ) Buffalo Head Mennonite School Society
( ) Buffalo Trail Public Schools Regional Division No. 28
( ) Calgary Arts Academy Society
( ) Calgary Chinese Alliance School Society
( ) Calgary Chinese Cultural Centre
( ) Calgary French & International School Society
( ) Calgary Girls' School Society
( ) Calgary Quest Children's Society
( ) Calgary Roman Catholic Separate School District No. 1
( ) Calgary School District No. 19
( ) Calgary Science School Society
( ) Calgary Society for Christian Education
( ) Calgary Waldorf School Society
( ) Calvin Christian School Society of the Netherlands Reformed Congregations
( ) Canadian Reformed School Society of Edmonton
( ) Canadian Reformed School Society of Neerlandia
( ) Canadian Rockies Regional Division No. 12
( ) Canadian University College
( ) CAPE - Centre for Academic and Personal Excellence
( ) Catholic Hungarian Association (Edmonton)
( ) Central Alberta Christian High School Society
( ) Centro Linguistico E Culturale Italiano Calgary
( ) Chinook's Edge School Division No. 73
( ) Christ the Redeemer Catholic Separate Regional Division No. 3
( ) Church of God in Christ Mennonite
( ) Church of God in Christ Mennonite Rosedale Congregation
( ) Clear Water Academy Foundation
( ) Cleardale Mennonite School Society

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( ) Clearview School Division No. 71
( ) Coaldale Canadian Reformed School Society
( ) Columbia College Corp.
( ) Community Connections School (CCS)
( ) Concordia University College of Alberta
( ) Congregation House of Jacob - Mikveh Israel
( ) Cornerstone Christian School Society
( ) Countryside Christian School
( ) Delta West Academy Society
( ) Destiny Christian School Society
( ) Devon Christian School Society
( ) Duchess Bethel Mennonite S
( ) East Central Alberta Catholic Separate Schools Regional Division No. 16
( ) Eastside City Church
( ) Echo Valley Church of God in Christ Mennonite
( ) Edelweiss Preparatory School Society
( ) Edison School Society
( ) Edmonton Academy Society for Learning Disabled
( ) Edmonton Bible Heritage Christian School & College Society
( ) Edmonton Catholic Separate School District No. 7
( ) Edmonton Hispanic Bilingual Association
( ) Edmonton Islamic School Society
( ) Edmonton John Howard Society
( ) Edmonton Khalsa School Educational Association
( ) Edmonton School District No. 7
( ) Educere Learning Society
( ) Elk Island Catholic Separate Regional Division No. 41
( ) Elk Island Public Schools Regional Division No. 14
( ) Elves Special Needs Society
( ) Equilibrium International Education Foundation
( ) Evangelical Free Church of Champion, Alberta
( ) Evergreen Catholic Separate Regional Division No. 2
( ) Filipano-Canadian Saranay Association
( ) Filipino-Canadian Saranay Association
( ) Foothills Academy Society
( ) Foothills School Division No. 38
( ) Fort McMurray Public School District No. 2833
( ) Fort McMurray Roman Catholic Separate School District No. 32
( ) Fort Vermilion School Division No. 52
( ) Foundations for the Future Charter Academy
( ) Froebel Kindergarten Society of Alberta
( ) GCA Educational Society
( ) Gabriela Mistral Latin American School Society
( ) German Language School Society of Edmonton
( ) Gil Vicente Edmonton Portuguese School Society
( ) Golden Hills School Division No. 75
( ) Grande Prairie Roman Catholic Separate School District No. 28

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( ) Grande Prairie School District No. 2357
( ) Grande Prairie and District Society for Christian Education
( ) Grande Yellowhead Regional Division No. 35
( ) Grasslands Regional Division No. 6
( ) Greater St. Albert Catholic Regional Division No. 29
( ) Greek Orthodox Community of Edmonton and District Society
( ) Green Learning Academy
( ) H. Sienkiewicz Polish School Parent Association
( ) Headway School Society of Alberta
( ) Hellenic Society of Calgary and District
( ) Hellenic-Canadian Community of Edmonton and Region
( ) Heritage Christian Academy Foundation
( ) High Level Christian Education Society
( ) High Prairie School Division No. 48
( ) Hillcrest Christian School Society
( ) Holy Family Catholic Regional Division No. 37
( ) Holy Spirit Roman Catholic Separate Regional Division No. 4
( ) Horizon School Committee
( ) Horizon School Division No. 67
( ) Independent Baptist Christian Education Society
( ) Inner City Youth Development Association
( ) International School of Excellence (ISE)
( ) Janus Academy Society
( ) Kneehill Christian School
( ) Koinonia Christian Education Society
( ) Koinonia Christian School - Red Deer Society
( ) Lakeland Christian School Society
( ) Lakeland Church of God in Christ (Mennonite) of Dewberry
( ) Lakeland Roman Catholic Separate School District No. 150
( ) Lakeview Christian School
( ) Language School of the German Canadian Club, Calgary
( ) Lesser Slave Lake North Country Community Association
( ) Lethbridge School District No. 51
( ) Faiblehouse Christian School Society
( ) Living Springs Mennonite Church of Hythe
( ) Living Waters Catholic Regional Division No. 42
( ) Living Waters Christian Academy
( ) Livingstone Range School Division No. 68
( ) Lloydminster Public School Division
( ) Lloydminster Roman Catholic Separate School Division
( ) Lycee Louis Pasteur Society
( ) Maskwachees Cultural College
( ) Master's Academy Educational Society
( ) Medicine Hat Catholic Separate Regional Division No. 20
( ) Medicine Hat School District No. 76
( ) Mennonite Educational Society of Calgary
( ) Moberly Hall School Society

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( ) Montessori School of Calgary
( ) Morinville Christian Fellowship
( ) Mother Earth's Children's Charter School Society
( ) Mountain View Academy Society
( ) Muslim Community Foundation of Calgary
( ) New Horizons Charter School Society
( ) Newell Christian School Society
( ) Northern Gateway Regional Division No. 10
( ) Northern Faibles School
( ) Northern Faibles School Division No. 69
( ) Northland School Division No. 61
( ) Norwood Chinese Education Association
( ) Olds Mountain View Christian School Association
( ) Palliser Regional Division No. 26
( ) Parkland Community Living and Supports Society
( ) Parkland School Division No. 70
( ) Peace Mennonite School
( ) Peace River School Division No. 10
( ) Peace Wapiti School Division No. 76
( ) Pembina Hills Regional Division No. 7
( ) Phoenix Home Education Foundation
( ) Ponoka Christian School Society
( ) Prairie Land Regional Division No. 25
( ) Prairie Rose School Division No. 8
( ) Progressive Academy Education Society
( ) Providence Christian School Society
( ) Red Crow Community College
( ) Red Deer Catholic Regional Division No. 39
( ) Red Deer Public School District No. 104
( ) Renfrew Educational Services Society
( ) River Valley School Society
( ) Rocky View Mennonite Church
( ) Rocky View School Division No. 41
( ) Rundle College Society
( ) Russian Language and Culture Education Society of Alberta
( ) Russian Language and Literature Education Inc.
( ) Russian School Society
( ) Saddle Lake Indian Full Gospel School Mission
( ) Sino-Canada Culture Association
( ) Slave Lake Koinonia Christian School Society
( ) Solomon College
( ) St. Albert Protestant Separate School District No. 6
( ) St. John's Institute
( ) St. Matthew Evangelical Lutheran Church of Stony Plain, Alberta
( ) St. Paul Education Regional Division No. 1
( ) St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38
( ) Stirling Mennonite Church Day School

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( ) Strathcona-Tweedsmuir School
( ) Sturgeon School Division No. 24
( ) Sunchild E-Learning Community Inc.
( ) Suzuki Charter School Society
( ) Swedish Society of Calgary
( ) Tempo School
( ) The Calgary Chinese Public School Society
( ) The Calgary Jewish Academy
( ) The Calgary Society for Effective Education of Learning Disabled
( ) The Canadian Reformed School Society of Calgary
( ) The Canmore Society for Community Education
( ) The Chinese Academy Foundation
( ) The Chinese Cultural Promotion Society
( ) The Company of the Cross (Alberta)
( ) The Cornerstone Christian Academy of Camrose
( ) The Dante Alighieri Society
( ) The Edge School For Athletes Society
( ) The Edmonton Korean Language School Society
( ) The Edmonton Lutheran School Society
( ) The First Step Adult Education Center
( ) The Heart Valley Church of God in Christ Mennonite
( ) The Lacombe Christian School Society
( ) The Medicine Hat Christian School Society
( ) The Old Sun Society
( ) The Renert School
( ) The Rimbey Christian School Society
( ) The Rocky Christian School Society
( ) The Society for Christian Education in Southern Alberta
( ) The Society of Ukrainian Studies of Alberta
( ) The Timothy Centre for Scholarship Ltd.
( ) Third Academy International Ltd.
( ) Trinity Christian School Association
( ) Truth Church of Calgary
( ) Tween Valley Fellowship/Tween Valley Christian School
( ) Universal Educational Institute of Canada
( ) Victory Christian School Society
( ) Webber Academy Foundation
( ) West Island College Society of Alberta
( ) Western Plains Mennonite Church
( ) Westmount Charter School Society
( ) Westwind School Division No. 74
( ) Wetaskiwin Regional Division No. 11
( ) Wild Rose School Division No. 66
( ) Wilson Prairie Mennonite School Society
( ) Wolf Creek School Division No. 72
( ) Yellowhead Koinonia Christian School Society
( ) Yufeng Chinese School

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Quelle est votre fonction principale dans votre école?
{Cochez une seule réponse}

( ) Directeur/Directrice
( ) Enseignant(e)
( ) Autre (précisez) [ ]

Page 3

Veuillez indiquer les années qu'offre votre école en cochant les réponses qui s'appliquent.
{Cochez toutes les réponses qui s'appliquent}

( ) Maternelle
( ) Première année
( ) Deuxième année
( ) Trosième année
( ) Quatrième année
( ) Cinquième année
( ) Sixième année
( ) Septième année
( ) Huitième année
( ) Neuvième année
( ) Dixième année
( ) Onzième année
( ) Douzième année

Combien d'élèves compte votre école?
{Cochez une seule réponse}

( ) Moins de 50 élèves
( ) De 51 à 250 élèves
( ) De 251 à 500 élèves
( ) De 501 à 750 élèves
( ) De 751 à 1 000 élèves
( ) Plus de 1 001 élèves

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À combien estimez-vous la population de la collectivité dans laquelle se trouve votre école? Si vous ne connaissez pas la taille de la population de votre collectivité, faites une recherche en utilisant le lien suivant.
{Cochez une seule réponse}

( ) Moins de 300 habitants
( ) De 301 à 1000 habitants
( ) De 1001 à 10 000 habitants
( ) De 10 001 à 20 000 habitants
( ) De 20 001 à 50 000 habitants
( ) De 50 001 à 100 000 habitants
( ) Plus de 100000 habitants

Pour une liste des collectivités et de leurs populations, cliquez ici.

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Veuillez indiquer quelles installations de la communauté votre école peut utiliser pour les cours d'éducation physique (ÉP) ou dans le cadre de l'initiative de l'activité physique quotidienne (APQ). (Cochez toutes les réponses qui s'appliquent)
{Cochez toutes les réponses qui s'appliquent}

( ) Terrain de balle
( ) Centre de curling
( ) Centre de conditionnement physique
( ) Terrain de golf/champ d'exercice
( ) Gymnase
( ) Patinoire intérieure
( ) Terrain de basket-ball extérieur
( ) Patinoire extérieure
( ) Terrain de volley-ball extérieur
( ) Parc ou espace naturel
( ) Terrain de jeux
( ) Aire de jeu
( ) Piste d'athlétisme
( ) Mur d'escalade
( ) Terrain de squash ou de racquetball
( ) Piscine
( ) Terrain de tennis
( ) Autre (Veuillez préciser) [ ]

Veuillez indiquer quelles installations de votre école vous pouvez utiliser pour les cours d'éducation physique (ÉP) ou dans le cadre de l'initiative de l'activité physique quotidienne. (Cochez toutes les réponses qui s'appliquent)
{Cochez toutes les réponses qui s'appliquent}

( ) Espace de remplacement (ex.: salle de classe vide)
( ) Terrain de balle
( ) Canadian Climber (voir le lien à droite)
( ) Centre de conditionnement physique
( ) Gymnase - une seule station
( ) Gymnase - station double
( ) Gymnase - second gymnase
( ) Terrain de basket-ball extérieur
( ) Patinoire extérieure
( ) Terrain de volley-ball extérieur
( ) Aire de jeu
( ) Terrain de jeux
( ) Piste d'athlétisme
( ) Mur d'escalade
( ) Terrain de tennis
( ) Autre (Veuillez préciser) [ ]

Vous ne savez pas ce qu'est le « Canadian Climber »? Cliquez ici pour en voir une image.

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Depuis la mise en œuvre de l'APQ en 2005, votre école a-t-elle augmenté les ressources (autres que le financement accordé pour l'APQ) consacrées à l'activité physique?
{Cochez une seule réponse}

( ) Oui
( ) Non

Votre école a-t-elle :
(Cochez toutes les réponses qui s'appliquent)
{Cochez toutes les réponses qui s'appliquent}

( ) Affecté du personnel à l'APQ (ex.: enseignant responsable)
( ) Modifié ou amélioré l'espace réservé à l'activité physique
( ) Acheté de l'équipement pour les activités en classe
( ) Acheté de l'équipement pour le gymnase
( ) Acheté de l'équipement pouvant être utilisé pendant les récréations
( ) Acheté des ressources de perfectionnement professionnel pour les enseignants
( ) Appuyé la participation du personnel de l'école aux activités de perfectionnement professionnel liées à l'APQ
( ) Autre (Précisez) [ ]

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Veuillez indiquer si votre école offrait des cours d'éducation physique quotidienne (ÉPQ) avant septembre 2005.
{Cochez une seule réponse}

( ) Oui
( ) Non

Comment sont organisés les cours d'éducation physique dans votre école?
{Cochez une seule réponse}

( ) Tous les élèves ont chaque jour un cours d'ÉP de plus de 50 minutes
( ) Tous les élèves ont chaque jour un cours d'ÉP de 41 à 50 minutes
( ) Tous les élèves ont chaque jour un cours d'ÉP de 30 à 40 minutes
( ) Autre (périodes par semaine et minutes par cours) [Précisez] [ ]

Sur quelle période s'échelonnent les cours d'éducation physique dans votre école?
{Cochez une seule réponse}

( ) Sur toute l'année scolaire (10 mois)
( ) Sur un semestre (5 mois)
( ) Sur un quart d'année (2,5 mois)
( ) Sur un trimestre (3,3 mois)
( ) Autre [Précisez] [ ]

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Parmi les stratégies de programmation énoncées ci-dessous, lesquelles représentent la façon dont l'APQ est offerte à votre école? (Cochez toutes les réponses qui s'appliquent)
{Cochez toutes les réponses qui s'appliquent}

( ) Les élèves ont un cours d'ÉP d'au moins 30 minutes par jour.
( ) Les jours où les élèves n'ont pas de cours d'éducation physique prévu au programme, un segment d'au moins 30 minutes a été réservé pour l'APQ.
( ) Les jours où les élèves n'ont pas de cours d'éducation physique prévu au programme, deux ou plusieurs segments totalisant 30 minutes ont été réservés pour l'APQ.
( ) À l'échelle de l'école, un certain nombre de minutes sont retirées à chaque période de classe pour créer un segment de 30 minutes consacré à l'APQ.
( ) À l'échelle de l'école, un certain nombre de minutes sont retirées à chaque période de classe pour créer deux ou plusieurs segments, totalisant 30 minutes, consacrés à l'APQ.
( ) Il y a une rotation entre les classes pour l'utilisation des espaces extérieurs, des salles de classe et des espaces intérieurs ouverts, ainsi que du gymnase afin d'assurer le partage des installations.
( ) Une option d'activité physique est offerte parmi d'autres options les jours où il n'y a pas de cours d'éducation physique.
( ) L'APQ est incorporée à la journée et intégrée aux autres disciplines.
( ) Des activités sont organisées par l'école avant les cours, après les cours ou durant le dîner et sont consignées dans les registres des élèves, prévus à cet effet.
( ) L'APQ n'est PAS mise en œuvre dans mon école.
( ) Autre [ ]

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L'initiative de l'activité physique quotidienne est-elle officiellement intégrée au programme de votre école?
{Cochez une seule réponse}

( ) Oui
( ) Non

Qui est chargé d'offrir l'APQ dans votre école?
{Cochez une seule réponse}

( ) Les enseignants d'ÉP uniquement
( ) Une combinaison d'enseignants d'ÉP et des autres enseignants
( ) Les enseignants de classe uniquement
( ) Les enseignants titulaires de classe
( ) Autre (Précisez) [ ]

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L'énoncé de politique sur l'Activité physique quotidienne tiré du Guide de l'éducation : Maternelle - Douzième année pour 2006 précise: « Les autorités scolaires doivent faire en sorte que chaque élève, de la première à la neuvième année, soit actif pendant au moins 30 minutes par jour dans le cadre des activités organisées par l'école. » Selon vous, quel pourcentage de la population étudiante inscrite de la première à la neuvième année dans votre école est physiquement active pendant au moins 30 minutes par jour?
{Cochez une seule réponse}

( ) De 0 à 25 %
( ) De 26 % à 50 %
( ) De 51 % à 75 %
( ) De 76 % à 99 %
( ) 100 %

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Comment votre école met-elle en œuvre les principes directeurs énoncés dans la section du Guide de l'éducation consacrée à la politique en matière d'APQ? (Cochez toutes les réponses qui s'appliquent)
{Cochez toutes les réponses qui s'appliquent}

( ) En maximisant l'utilisation des installations de l'école
( ) En maximisant l'utilisation des installations de la collectivité
( ) En maximisant les possibilités d'activité extérieure dans la collectivité
( ) En maximisant les possibilités d'activité extérieure sur le terrain de l'école
( ) En contribuant à l'acquisition d'un mode de vie sain et de bonnes habitudes en ce qui concerne l'activité physique quotidienne
( ) En tenant compte des goûts des élèves dans le choix des activités physiques
( ) En offrant une gamme d'activités tirées du programme d'études en éducation physique, c.-à-d. provenant des 5 dimensions
( ) En tenant compte des capacités de chaque élève
( ) Autre [ ]

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Veuillez indiquer votre position à l'égard des énoncés suivants :

Les élèves comprennent l'importance de l'activité physique quotidienne
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

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L'activité physique à l'école encourage les élèves à être plus actifs à l'extérieur de l'école
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

Les élèves participent de bonne grâce aux activités physiques quotidiennes
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

Les élèves semblent plus attentifs en classe après avoir participé à l'APQ
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

L'APQ a des effets positifs sur l'apprentissage des élèves
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

En général, les enseignants appuient l'initiative de l'APQ
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

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En général, les enseignants appuient la méthode utilisée pour la mise en œuvre de l'APQ dans votre école
{Cochez une seule réponse}
( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

En général, les parents appuient l'initiative de l'APQ
{Cochez une seule réponse}
( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

En général, les parents appuient la méthode utilisée pour la mise en œuvre de l'APQ dans votre école
{Cochez une seule réponse}
( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

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Image utilisée avec la permission de Santé Canada. Cliquez sur ce lien pour vous rendre au Guide d'activité physique canadien pour une vie active saine.

À l'aide du tableau présenté ci-dessus, évaluez le niveau d'activité des élèves durant :

Les activités physiques quotidiennes
{Cochez une seule réponse}
( ) Très légère
( ) Légère
( ) Moyenne
( ) Élevé
( ) Très élevé
( ) Notre école n'offre pas cette activité

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Les cours d'éducation physique
{Cochez une seule réponse}

( ) Très légère
( ) Légère
( ) Moyenne
( ) Élevé
( ) Très élevé
( ) Notre école n'offre pas cette activité

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Quelles sont les activités les plus efficaces pour encourager la participation des élèves? (Cochez toutes les réponses qui s'appliquent)
{Cochez toutes les réponses qui s'appliquent}

( ) Activités aquatiques (natation, jeux dans l'eau)
( ) Canot
( ) Aviron
( ) Kayak
( ) Voile
( ) Randonnée pédestre
( ) Course d'orientation
( ) Camping
( ) Patin
( ) Marche
( ) Vélo/patin à roues alignées
( ) Danse rythmique/créative (ex. : chanter en tapant des mains, danser en tapant des pieds, danse aérobique, danse figurative)
( ) Danse multiculturelle (ex. : danse folklorique, danse carrée)
( ) Danse contemporaine ou danse de société (ex. : danse en ligne, jive, swing)
( ) Ballet-jazz (ex. : ballet-jazz traditionnel, hip-hop, funk)
( ) Danse de société/de salon (ex. : valse, fox trot, tango, pas double, danses latines, polka)
( ) Danses autochtones (ex. : danse métis, reel, danse ronde des Premières Nations)
( ) Jeux avec un but (ex. : soft-ball, football, scoopball, basket-ball, football américain, hockey en salle, handball, rugby, ringuette, handball d'équipe, crosse)
( ) Jeux novateurs (ex. : avec patinettes, jeux de collaboration, défis, parachute, cerceaux, sacs de sables, chat perché, jeux multiculturels, activités avec patinettes)
( ) Jeux de mur et de filet (ex. : volley-ball, badminton, pickleball, tennis, tennis de table, netball)
( ) Jeux avec une cible (ex. : tir à l'arc, quilles, curling, golf, croquet, fer à cheval, boules)
( ) Gymnastique rythmique (ex. : cerceau, ballon, ruban, bâtonnets lumineux)
( ) Gymnastique artistique (ex. : tapis, barres, cheval-sautoir, cheval d'arçons, anneaux, poutre)
( ) Gymnastique acrobatique (ex. : culbutes, équilibre/pyramides)
( ) Gymnastique éducative (ex. : équilibre, déplacements, formes)
( ) Athlétisme
( ) Lutte/jeux de combat

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( ) Auto-défense/arts martiaux
( ) Yoga/tai-chi
( ) Circuits/stations de conditionnement physique
( ) Jogging/course
( ) Saut à la corde
( ) Utilisation d'équipement d'exercice (ex. : ballons d'exercice, tubes en caoutchouc)
( ) Haltérophilie
( ) Pliométrie
( ) Activités de type triathlon
( ) Activités sur le terrain de jeux
( ) Escalade de rocher/mur d'escalade

Veuillez indiquer dans quelle mesure vous vous sentez appuyé(e) dans vos efforts visant à mettre en œuvre l'APQ par chacun des groupes suivants :

Bureau central et direction de l'école
{Cochez une seule réponse}
( ) Très bien appuyé(e)
( ) Appuyé(e)
( ) Pas appuyé(e) du tout
( ) Je l'ignore

Alberta Education
{Cochez une seule réponse}
( ) Très bien appuyé(e)
( ) Appuyé(e)
( ) Pas appuyé(e) du tout
( ) Je l'ignore

Conseil scolaire
{Cochez une seule réponse}
( ) Très bien appuyé(e)
( ) Appuyé(e)
( ) Pas appuyé(e) du tout
( ) Je l'ignore

Conseil des spécialistes de l'ATA (Alberta Teacher's Association) (plus précisément le Health and Physical Education Council)
{Cochez une seule réponse}
( ) Très bien appuyé(e)
( ) Appuyé(e)
( ) Pas appuyé(e) du tout
( ) Je l'ignore

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Écoles en action
{Cochez une seule réponse}
( ) Très bien appuyé(e)
( ) Appuyé(e)
( ) Pas appuyé(e) du tout
( ) Je l'ignore

Schools Come Alive
{Cochez une seule réponse}
( ) Très bien appuyé(e)
( ) Appuyé(e)
( ) Pas appuyé(e) du tout
( ) Je l'ignore

Autres organisations
{Cochez une seule réponse}
( ) Très bien appuyé(e)
( ) Appuyé(e)
( ) Pas appuyé(e) du tout
( ) Je l'ignore

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Votre école a-t-elle utilisé la ressource intitutlée L'activité physique quotidienne : ressource d'appui pour la mise en œuvre dans les écoles de l'Alberta (2005)?
{Cochez une seule réponse}
( ) Oui
( ) Non

Dans la négative, qu'avez-vous utilisé?
{Cochez une seule réponse}
( ) D'autres ressources existantes
( ) Nous n'avons rien utilisé

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Veuillez indiquer la fréquence à laquelle vous utilisez les ressources et le matériel de soutien suivant dans la mise en œuvre de l'Activité physique quotidienne :

Activité physique quotidienne : ressource d'appui pour la mise en œuvre dans les écoles de l'Alberta
{Cochez une seule réponse}
( ) Souvent
( ) Parfois
( ) Une seule fois
( ) Jamais

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Vidéo - L'activité physique quotidienne : Créer le désir de participer
{Cochez une seule réponse}

( ) Souvent
( ) Parfois
( ) Une seule fois
( ) Jamais

Ressources d'ÉP autorisées
{Cochez une seule réponse}

( ) Souvent
( ) Parfois
( ) Une seule fois
( ) Jamais

Ateliers de perfectionnement professionnel offerts par l'Alberta Regional Professional Development Consortia et par Schools Come Alive
{Cochez une seule réponse}

( ) Souvent
( ) Parfois
( ) Une seule fois
( ) Jamais

Soutien à la mise en œuvre par l'autorité scolaire, y compris les concepteurs de programme, expertise du bureau central, etc.
{Cochez une seule réponse}

( ) Souvent
( ) Parfois
( ) Une seule fois
( ) Jamais

Les ressources communautaires
{Cochez une seule réponse}

( ) Souvent
( ) Parfois
( ) Une seule fois
( ) Jamais

Pouvez-vous énumérer les ressources communautaires que vous avez utilisées dans la mise en œuvre de l'Activité physique quotidienne :
{Inscrivez votre réponse dans la boîte ci-dessous}

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Veuillez indiquer l'efficacité des ressources suivantes pour la mise en œuvre de l'Activité physique quotidienne :

Activité physique quotidienne : ressource d'appui pour la mise en œuvre dans les écoles de l'Alberta
{Cochez une seule réponse}
( ) Très efficace
( ) Efficace
( ) Inefficace
( ) Très inefficace
( ) Aucune opinion

Vidéo - L'activité physique quotidienne : Créer le désir de participer
{Cochez une seule réponse}
( ) Très efficace
( ) Efficace
( ) Inefficace
( ) Très inefficace
( ) Aucune opinion

Ressources d'ÉP autorisées
{Cochez une seule réponse}
( ) Très efficace
( ) Efficace
( ) Inefficace
( ) Très inefficace
( ) Aucune opinion

Ressources communautaires
{Cochez une seule réponse}
( ) Très efficace
( ) Efficace
( ) Inefficace
( ) Très inefficace
( ) Aucune opinion

Ateliers de perfectionnement professionnel offerts par l'Alberta Regional Professional Development Consortia et par Schools Come Alive
{Cochez une seule réponse}
( ) Très efficace
( ) Efficace
( ) Inefficace
( ) Très inefficace
( ) Aucune opinion

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Soutien à la mise en œuvre par les concepteurs de programmes, l'expertise du personnel ou les programmes de mentorat offerts, tous les trois, par l'autorité scolaire
{Cochez une seule réponse}

( ) Très efficace
( ) Efficace
( ) Inefficace
( ) Très inefficace
( ) Aucune opinion

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Votre école a-t-elle accès au financement accordé par Alberta Education pour l'APQ?
{Cochez une seule réponse}

( ) Oui
( ) Non

Comment utilisez-vous ces fonds?
{Inscrivez votre réponse dans la boîte ci-dessous}

Dans quelle mesure votre école a-t-elle vécu les défis suivants relatifs à la mise en œuvre de l'APQ :

Défis en matière d'attribution de temps et d'établissement de l'horaire
{Cochez une seule réponse}

( ) Beaucoup
( ) Un peu
( ) Pas du tout
( ) Ne s'applique pas

Préoccupations relatives au jumelage des classes pour offrir une activité physique quotidienne
{Cochez une seule réponse}

( ) Beaucoup
( ) Un peu
( ) Pas du tout
( ) Ne s'applique pas

Préoccupations du personnel enseignant/des parents au sujet du temps enlevé aux matières de base
{Cochez une seule réponse}

( ) Beaucoup
( ) Un peu
( ) Pas du tout
( ) Ne s'applique pas

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Manque d'installations ou d'espace
{Cochez une seule réponse}
( ) Beaucoup
( ) Un peu
( ) Pas du tout
( ) Ne s'applique pas

Manque d'équipement pour l'APQ
{Cochez une seule réponse}
( ) Beaucoup
( ) Un peu
( ) Pas du tout
( ) Ne s'applique pas

Enseignants se sentant peu à l'aise pour offrir l'APQ, en raison d'un manque d'expertise
{Cochez une seule réponse}
( ) Beaucoup
( ) Un peu
( ) Pas du tout
( ) Ne s'applique pas

Difficulté à convaincre les élèves, les parents et les employés que l'APQ est importante
{Cochez une seule réponse}
( ) Beaucoup
( ) Un peu
( ) Pas du tout
( ) Ne s'applique pas

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Veuillez indiquer dans quelle mesure vous êtes d'accord ou non avec les énoncés suivants :

Les élèves sont satisfaits des possibilités d'activité physique quotidienne qui leur sont offertes
{Cochez une seule réponse}
( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

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L'activité physique quotidienne a contribué à favoriser l'apprentissage des élèves
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

L'activité physique quotidienne a contribué à améliorer le bien-être des élèves
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

L'activité physique quotidienne a contribué à améliorer la saine alimentation des élèves
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

L'activité physique quotidienne est perçue comme une initiative positive et elle est considérée comme une priorité dans mon école
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

L'activité physique quotidienne a un impact positif sur le bien-être des employés de l'école
{Cochez une seule réponse}

( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

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L'activité physique quotidienne a un impact positif dans le milieu scolaire
{Cochez une seule réponse}
( ) Tout à fait d'accord
( ) D'accord
( ) Pas d'accord
( ) En complet désaccord
( ) Aucune opinion

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Les autorités scolaires dont vous relevez font-elle un suivi pour s'assurer que TOUS les élèves sont physiquement actifs pendant au moins 30 minutes par jour?
{Cochez une seule réponse}
( ) Oui
( ) Non

Cochez toutes les réponses qui s'appliquent.
{Cochez toutes les réponses qui s'appliquent}
( ) Les directeurs soumettent en septembre un plan d'APQ pour leurs écoles.
( ) Les directeurs soumettent en juin un bilan annuel, précisant les réussites et les défis liés à l'APQ.
( ) Les bilans, les statistiques ou les rapports relatifs à l'APQ pour chaque école sont communiqués à une équipe de l'APQ de l'autorité scolaire afin que les problèmes rencontrés soient abordés et résolus.
( ) Les directeurs transmettent les renseignements sur l'APQ aux autorités scolaires dans le cadre du Rapport sur les résultats annuels en éducation.
( ) Autre (Précisez) [ ]

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Comment votre école fait-elle le suivi de la mise en œuvre continue de l'APQ? (Cochez toutes les réponses qui s'appliquent)
{Cochez toutes les réponses qui s'appliquent}
( ) Des rapports anecdotiques sont recueillis auprès des enseignants tout au long de l'année.
( ) Les élèves consignent les minutes qu'ils consacrent à l'APQ dans un registre que l'enseignant signe. Les registres sont vérifiés régulièrement.
( ) Les enseignants et le personnel utilisent des listes de vérification pour s'assurer que tous les élèves participent tous les jours aux activités.
( ) Les cours quotidiens d'activité physique permettent de faire en sorte que les élèves participent au minimum 30 minutes par jour.
( ) Mon école ne fait pas le suivi de la mise en œuvre continue de l'APQ.
( ) Autre (Précisez) [ ]

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Seriez-vous intéressé(e) à participer à un groupe de discussion sur l'activité physique quotidienne? Vos coordonnées demeureront confidentielles; il n'y aura aucun lien entre elles et vos réponses au sondage.
{Cochez une seule réponse}

( ) Oui
( ) Non

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Pour préserver la confidentialité de vos réponses au sondage sur l'APQ, veuillez cliquer sur le lien ci-dessous. Vous serez alors redirigé(e) vers un site Web différent où l'on vous demandera d'inscrire vos coordonnées.

Cliquez ici pour vous rendre au site Web où vous pouvez inscrire vos coordonnées

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Avez-vous d'autres commentaires à faire au sujet de l'Activité physique quotidienne? Dans l'affirmative, inscrivez-les dans la boîte ci-dessous.
{Inscrivez votre réponse dans la boîte ci-dessous}

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Nous vous remercions d'avoir pris le temps de répondre à ce sondage.

Veuillez cliquer sur le bouton «Terminer» ci-dessous pour soumettre vos réponses.

Si vous désirez imprimer le récapitulatif de vos réponses qui figure à la page suivante, veuillez noter que le texte imprimé comptera plusieurs pages.

Après avoir cliqué sur le bouton « Terminer » et une fois que vous aurez vérifié vos réponses dans le récapitulatif, vous aurez complété le sondage. Veuillez fermer toutes les fenêtres qui sont restées ouvertes.

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